



**INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT
POST GRAGUATE PROGRAM**

**AN ASSESSMENT OF THE IMPLEMENTATION OF THE
SCHOOL IMPROVEMENT PROGRAM IN TEACHING AND
LEARNING AT PRIMARY SCHOOLS IN SHIRE ENDASLASIE
WOREDA ,TIGRAY.**

By:

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SEPTEMBER, 2025

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DECLARATION

I hereby certify that this thesis, entitled “An Assessment of the Implementation of the School Improvement Program in Teaching and Learning at Primary Schools in Shire Endaslasie Woreda ,Tigray is my original work and has never been published or submitted to any institutions education , and all the sources consulted have been duly acknowledged.

Name: Alem Weldegerima Berhe

Signature: _____

Date: _____

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The completion of this research endeavor, culminating in this thesis entitled *An Assessment of the Implementation of the School Improvement Program in Teaching and Learning at Primary Schools in Shire Endaslasie Woreda, Tigray*, is a milestone I could not have reached alone. It is with profound gratitude that I reflect upon the guidance, support, and encouragement I received from numerous individuals and institutions throughout this demanding yet rewarding journey.

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LIST OF ACRONYMS

AED-	Academy of Educational development
CIP-	Curriculum improvement program
EIC -	Education Improvement Commission.
EMPDA -	Educational Materials Production and Distribution Agency
ERGESE -	Evaluative Research of General System in Ethiopia
ESDP -	Education Sector Development
ESR -	Education Sector Review
ETP -	Education and Training Policy
GEQIP -	General Education Quality Improvement Package
ICDR -	Institute of Curriculum Development and Research
ISIP -	International School Improvement Project
MISP -	Manitoba School Improvement
MoE -	Ministry of Education
NGOs -	Non Governmental Organizations .
OECD -	Organization for Economic Cooperation and Development
PTA -	Parent Teacher Association.
SIC -	School Improvement Committee.
SIP -	School Improvement Program.
UNESCO -	United Nations Educational, Scientific and Cultural Organization.
USAID -	United States Agency for International Development.
WEO -	Woreda Education Office.

ABSTRACT

This study presents a comprehensive assessment of the implementation of the School Improvement Program (SIP) in the primary schools of Shire Endaslasie Woreda, Tigray, Ethiopia. Initiated as a national strategy to decentralize educational management and bridge the gap between quantitative access and qualitative learning outcomes, the SIP's effectiveness in the unique, post-conflict context of Tigray remained empirically unexamined. This research was therefore driven by the core objective of investigating the pronounced discrepancy between the program's participatory, school-based management ideals and the persistent reports of sub-optimal educational quality on the ground. Employing a descriptive survey design within a mixed-methods framework, the study gathered data from 148 participants, including teachers, principals, School Improvement Committee members, and Woreda education officials, through questionnaires, interviews, focus group discussions, and document analysis. The findings reveal a profound implementation gap, characterizing the SIP's presence as one of structural formality rather than functional practice. While the procedural components of the program, such as the development of school improvement plans and the implementation of continuous assessment, were found to be in place, they were largely executed as a bureaucratic exercise in compliance. A critical discovery was the stark stratification of awareness and participation, creating a top-heavy system where Woreda officials and principals were knowledgeable, while frontline teachers were critically under-trained, and parents and the broader community were almost entirely excluded and unaware. This failure in community mobilization signifies a fundamental breakdown in the collaborative, decentralized ethos that underpins the SIP's theoretical framework. Consequently, the program's impact on the core of teaching and learning was found to be superficial; while it successfully institutionalized certain student-support mechanisms, it failed to transform pedagogical practices or facilitate the use of instructional media and resources, leaving the "instructional core" largely untouched. The study identifies a confluence of severe, interconnected challenges including a critical lack of technical support, a severe shortage of material and financial resources, a deep-seated capacity gap among educators and leaders, and a demotivated workforce—all of which have been catastrophically exacerbated by the recent conflict in Tigray. The research concludes that the SIP in Shire Endaslasie Woreda is trapped in a cycle of implementation failure, operating as an "insider's program" that is ill-adapted to the realities of a post-crisis context. As a vital case study, it contributes to the literature on educational reform in fragile states by demonstrating that without addressing foundational issues of trauma, destroyed infrastructure, and shattered social trust, the mechanisms of school-based management cannot function. The study ultimately calls for a fundamental rethinking of support strategies, prioritizing context-sensitive capacity building, genuine community engagement, and tailored interventions to revitalize the promise of school improvement in Tigray and similar settings.

Key Words: School Improvement Program, Implementation, Teaching and Learning, Primary Schools, Post-Conflict Education, Stakeholder Participation, Tigray, Ethiopia.

CHAPTER ONE: INTRODUCTION

1.1. Background

Education is universally acknowledged as the bedrock of national development, a fundamental driver for economic prosperity, social cohesion, and the empowerment of citizens. Recognizing this, the international community, through frameworks like the Education for All (EFA) initiative and the Sustainable Development Goals (SDGs), has consistently advocated for inclusive and equitable quality education for all (United Nations, 2015). In the Ethiopian context, the government has historically placed a strong emphasis on expanding educational access, particularly at the primary level, as evidenced by the ambitious targets set forth in successive Education Sector Development Programs (ESDPs). These efforts have yielded significant success in terms of quantitative expansion, such as a marked increase in gross enrolment rates and the construction of schools across the nation (MoE, 2015).

However, this rapid expansion has often been accompanied by persistent challenges in educational quality. Studies have indicated that despite more children attending school, learning outcomes have frequently fallen short of expectations (World Bank, 2018). Issues such as large class sizes, insufficient teaching and learning materials, and variable teacher competency have been identified as critical bottlenecks. It was within this context of achieving access while grappling with quality that the Ethiopian government introduced the School Improvement Program (SIP). The SIP is conceived as a comprehensive, school-based management strategy designed to decentralize educational planning and empower school communities to identify their own unique challenges and devise context-specific solutions (MoE, 2010). The program operates on the principle that sustainable quality improvement is best achieved when principals, teachers, parents, and local education offices collaboratively engage in a continuous cycle of planning, implementation, monitoring, and evaluation.

The theoretical underpinnings of the SIP align with global shifts towards school-based management, which posits that devolving decision-making authority to the school level enhances accountability, responsiveness, and ownership, ultimately leading to improved teaching and learning processes (Cheng & Chan, 2000, p. 27). The core components of the SIP typically include the development of a School Improvement Plan, focused interventions in key areas like teacher development, resource mobilization, and curriculum implementation, and the establishment of structures like the School Management

Committee (Kedir, 2016). The successful implementation of such a program is therefore predicated on the active participation and capacity of all stakeholders at the grassroots level.

The focus of this study is the Tigray region, specifically Shire Endaslasie Woreda. The educational landscape in Tigray, like the rest of Ethiopia, has been shaped by the national policy drive for quality. However, regional and local factors create a unique context for SIP implementation. The socio-cultural specificities, resource constraints, and the administrative capacity of the Woreda education office all potentially influence how the SIP is interpreted and executed on the ground. Furthermore, the recent period of conflict in the region has introduced unprecedented challenges, severely disrupting educational services, displacing communities, and damaging school infrastructure, thereby creating a complex and demanding environment for any educational reform effort (Tigray Education Bureau, 2022).

While the SIP has been formally rolled out across Ethiopia, its practical effectiveness in diverse and often challenging contexts like Shire Endaslasie remains an area requiring empirical investigation. There is a gap in understanding how the theoretical framework of the SIP translates into daily practice within the classrooms of this specific Woreda. As Fullan (2007, p. 30) aptly notes, "The implementation of a new program is not an event, but a process," and this process is fraught with potential difficulties. Therefore, this study seeks to conduct an in-depth assessment of the implementation of the School Improvement Program, with a particular focus on its impact on the core mission of schools: teaching and learning. By examining the successes, challenges, and gaps in its execution in Shire Endaslasie Woreda, this research aims to generate valuable insights that can inform policy adjustments and practical interventions to enhance educational quality in a region striving to rebuild and strengthen its foundational education system.

1.2 Statement of the Problem

The School Improvement Program (SIP) was introduced in Ethiopia with the transformative potential to decentralize educational management and directly address the critical gap between quantitative access and qualitative learning outcomes in primary education (MoE, 2010). In principle, it represents a robust policy response to the well-documented challenges of top-down educational reforms, promising to foster school-level ownership, innovation, and a direct focus on enhancing teaching and learning processes. However, the ultimate measure of any educational policy is not its design on paper, but its effective implementation in the complex and often constrained realities of local contexts (Fullan, 2007, p. 87).

Despite the formal rollout and long-standing presence of the SIP in the Tigray region, including Shire Endaslasie Woreda, there is a concerning dissonance between the program's ambitious objectives and the persisting reports of sub-optimal educational quality. Anecdotal evidence and preliminary reports from the Woreda education office suggest that primary schools continue to grapple with foundational issues that the SIP was specifically designed to mitigate. These include consistently low student achievement in core subjects, high pupil-to-textbook ratios, and teacher-centered pedagogical practices that fail to engage students actively in the learning process. This situation raises a critical question: if the SIP is fully and effectively implemented, why do these fundamental barriers to quality teaching and learning persist?

The problem is further compounded by a significant gap in empirical research. While national-level evaluations of the ESDPs often mention the SIP, they tend to focus on input indicators like the number of plans developed or trainings conducted, rather than on the program's *process* and *impact* on the instructional core of the classroom (World Bank, 2018, p. 124). At the regional and local levels, there is a scarcity of in-depth studies that investigate the lived experiences of those tasked with implementing the SIP the principals, teachers, and School Management Committees. As Kedir (2016, p. 55) found in a study in another region, "the implementation of SIP was largely perceived as a bureaucratic exercise for compliance rather than a genuine tool for pedagogical improvement." It remains unknown if this finding holds true in the specific socio-cultural and post-conflict context of Shire Endaslasie Woreda, where recent hardships have likely exacerbated existing systemic weaknesses.

Therefore, the core problem this study addresses is the discrepancy between the intended objectives of the School Improvement Program and its actual implementation and outcomes in the primary schools of Shire Endaslasie Woreda, Tigray. This central problem manifests in several key areas of uncertainty:

1. **The Fidelity of Implementation:** It is unclear to what extent the key components of the SIP—such as participatory needs assessment, evidence-based plan development, and collaborative monitoring—are being carried out as designed by the federal guidelines (MoE, 2010). The program may be experiencing what Haddad and Jurich (2002, p. 4) term "implementation drift," where the original goals are diluted or distorted as the policy trickles down through the administrative layers.
2. **The Impact on Teaching and Learning:** The fundamental problem is the lack of a clear, evidence-based understanding of how the SIP is influencing the daily interactions between teachers and students. Are the plans translating into improved lesson planning, more effective use of teaching aids, or better formative assessment? Or has the SIP become an additional administrative burden that diverts teachers' attention away from their primary classroom duties?
3. **Contextual Challenges:** The unique and severe challenges faced by the Tigray region, including the disruption of social structures, damage to school infrastructure, and psychological trauma, create a context that was not anticipated in the original SIP design. The problem is that the current implementation model may be ill-adapted to address these profound, crisis-induced barriers, rendering many of its standard tools and assumptions ineffective.

This study is therefore imperative to systematically investigate this implementation gap. Without a clear diagnosis of the specific bottlenecks, challenges, and unforeseen consequences of the SIP in this specific locale, any attempts by the Woreda education office or other stakeholders to refine the program or support schools will be based on conjecture rather than evidence. This research seeks to fill this critical knowledge gap by providing a comprehensive assessment that will illuminate the realities of the SIP on the ground, ultimately contributing to more responsive and effective strategies for improving teaching and learning in Shire Endaslasie's primary schools.

1.3 Research Questions

To guide the investigation towards fulfilling the stated objectives, this study will seek to answer the following research questions:

1. How are the core procedural components of the School Improvement Program (from participatory planning to monitoring and evaluation) being implemented in the primary schools of Shire Endaslasie Woreda?
2. What are the perceptions of teachers, principals, and SMC members regarding their roles, involvement, and the overall effectiveness of the SIP process?
3. In what ways, if any, has the implementation of the SIP influenced teaching methods, the utilization of teaching aids, and the overall learning environment in the classroom?
4. What are the most significant contextual, administrative, and resource-related challenges hindering the effective implementation of the SIP in these schools, and what factors have supported its implementation?

1.4 Objectives of the Study

This study will be guided by a set of clear and achievable objectives designed to systematically address the research problem identified.

1.4.1 General Objective

The general objective of this study is to comprehensively assess the implementation of the School Improvement Program (SIP) and its perceived impact on the quality of teaching and learning in selected primary schools of Shire Endaslasie Woreda, Tigray.

1.4.2 Specific Objectives

To achieve the general objective, this study will pursue the following specific objectives:

1. To evaluate the extent to which the key planning and implementation stages of the School Improvement Program (e.g., needs assessment, plan development, and monitoring) are being carried out in accordance with the national framework.
2. To examine the perceptions and level of involvement of key stakeholders—including teachers, principals, and School Management Committee (SMC) members—in the SIP process.
3. To analyze the perceived effects of the SIP's implementation on classroom practices, specifically on teaching methodologies, the use of instructional resources, and student engagement.
4. To identify the major challenges and facilitating factors that have influenced the implementation of the SIP in the primary schools of Shire Endaslasie Woreda.

1.5 Significance of the Study

The findings of this research are anticipated to hold substantial value for a diverse range of stakeholders directly involved in or affected by the educational landscape in Tigray and Ethiopia at large. By conducting a systematic assessment of the School Improvement Program (SIP) in the specific context of Shire Endaslasie Woreda, this study moves beyond abstract policy evaluation to offer grounded insights with both practical and theoretical significance.

Primarily, the study is of paramount importance to policymakers and educational administrators at the Woreda, zonal, and regional levels. For the Shire Endaslasie Woreda Education Office, the findings will serve as a critical diagnostic tool, providing an evidence-based account of the strengths and weaknesses of the SIP's current implementation. As Fullan (2007, p. 113) argues, "effective change agents need data about their own context." This research will supply precisely that data, pinpointing the specific stages of the SIP cycle—be it planning, monitoring, or stakeholder engagement—that are faltering. The identified challenges, such as resource constraints, capacity gaps, or procedural bottlenecks, will enable these offices to make informed decisions, re-allocate support strategically, and design targeted interventions and training. This moves their role from mere compliance-monitoring to one of facilitative leadership, thereby enhancing the program's potential for success.

Furthermore, the study holds significant value for school practitioners, including principals, teachers, and School Management Committees (SMCs) in the studied schools and beyond. The research gives voice to their experiences, challenges, and successes. By elucidating the perceived impact of the SIP on classroom practices, the findings can empower teachers to reflect on their own pedagogical methods and identify areas for professional growth. For principals and SMCs, the study can clarify their roles within the SIP framework, potentially reinvigorating their commitment to collaborative school leadership. The identification of best practices and successful strategies from within their own context can provide a more relatable and achievable model for improvement than top-down directives, fostering a sense of ownership and agency (MoE, 2010).

On a broader scale, this research will contribute to the academic body of knowledge. It will add a crucial, empirically rich case study to the existing literature on educational decentralization and school-based management in developing countries, and specifically in the unique and under-researched post-conflict context of Tigray. While studies on SIP implementation exist in other regions of Ethiopia (e.g., Kedir, 2016), this research will test the transferability of those findings and uncover context-specific dynamics. It can thus validate or challenge existing theoretical models of educational change, particularly those related to the implementation of complex reforms in resource-poor and crisis-affected environments.

Finally, the timing of this study imbues it with a wider socio-developmental significance. As the Tigray region embarks on the monumental task of rebuilding its social infrastructure, a functional and quality education system is foundational for recovery and future stability. This research, by focusing on improving the core process of teaching and learning, speaks directly to this need. It can inform not only the revival of the SIP but also the design of future educational interventions in post-conflict settings, ensuring that rebuilding efforts are not just about restoring physical infrastructure but are fundamentally about enhancing the quality of education delivered within those structures. Therefore, the insights generated from Shire Endaslasie Woreda have the potential to resonate across Tigray, offering a valuable lesson in navigating the pathway from educational access to meaningful learning in the face of profound adversity.

1.6 Scope of the Study

To ensure a focused, manageable, and in-depth investigation, this research is deliberately bounded by specific parameters related to its content, geographical coverage, and temporal context. A clear delineation of the scope is essential to define the boundaries of the inquiry and to provide a clear understanding of what the study will encompass, as well as what it will not.

In terms of substantive or content scope, this assessment was concentrate exclusively on the implementation of the School Improvement Program (SIP) and its direct nexus with teaching and learning processes. The investigation focused on the core SIP cycle as outlined in the national framework, which includes participatory needs assessment, the development of the School Improvement Plan, the implementation of planned activities, and the monitoring and evaluation mechanisms in place. The study will specifically examine how this cycle influences, and is influenced by, classroom-level practices such as teaching methodologies, the use of instructional materials, and student engagement. While factors like infrastructure and finance may be mentioned as contextual challenges, they will not be the primary subject of analysis unless they are directly identified as critical barriers or facilitators within the SIP process itself.

The geographical and demographic scope of this study was confined to the primary schools of Shire Endaslasie Woreda in the Tigray region. The research will be conducted within a purposively selected sample of nine primary schools: BGI Primary, Emba Danso Primary, Taba Weyane Primary, Wekar Duba Primary, Hibret Primary, Tsehaye Primary, Adiwenfito Primary, Adi Kentibay Primary, and Dehab Tesfay Primary. This selection provides a diverse cross-section of schools within the Woreda, allowing for a robust exploration of the SIP's implementation across different contexts. The participants will be limited to key stakeholders directly involved in the SIP process within these schools, including school principals, teachers, and members of the School Management Committees (SMCs). The findings of this study are therefore primarily generalizable to the context of Shire Endaslasie Woreda and the selected schools, though they may offer valuable insights for similar settings across Tigray.

Regarding the **temporal scope**, this study is a cross-sectional assessment, capturing the state of SIP implementation and its perceived effects at a specific point in time—during the 2023/2024 academic year. It will examine the implementation process as it has been experienced and recalled by participants in the recent past and present. While the study will acknowledge the profound impact of the recent

conflict in Tigray as a major contextual factor influencing the current state of implementation, it will not be a longitudinal or historical analysis of the program's evolution over the past several years. The research focuses on the contemporary realities and challenges faced by the schools in the post-conflict phase.

By establishing these clear boundaries, this study aims to achieve a depth of understanding that would be difficult to attain with a broader, more generalized approach. This focused scope ensures that the research remains feasible and that its findings will provide a concrete, evidence-based account of the SIP's functionality within the defined context, thereby directly addressing the research objectives and problem statement.

1.7 Limitations of the Study

While this research has been designed with rigor to provide a valid and reliable assessment, it is imperative to acknowledge certain inherent limitations that may constrain the scope and generalizability of its findings. Recognizing these limitations is not an admission of weakness but a mark of academic honesty, providing a context for interpreting the results and suggesting avenues for future research.

A primary methodological limitation lies in the reliance on self-reported data gathered through questionnaires and interviews. Participants' responses regarding their involvement, perceptions, and the challenges of the School Improvement Program (SIP) may be subject to social desirability bias. For instance, teachers and principals, aware of the program's official expectations, might overstate their level of adherence or underreport difficulties to present their school or their own performance in a more favorable light (Cohen, Manion, & Morrison, 2018, p. 257). While triangulation through multiple data sources will be employed to mitigate this, the subjective nature of perception remains an inherent constraint.

Furthermore, the cross-sectional nature of this study presents a significant limitation. By capturing data at a single point in time, the research provides a snapshot of the SIP's implementation within the 2023/2024 academic year. It cannot account for the longitudinal evolution of the program, capture the dynamic processes of change over several academic years, or definitively establish causality. For example, while a correlation may be found between stakeholder involvement and positive perceptions of

teaching quality, the cross-sectional design cannot conclusively prove that the SIP was the direct cause of the improvement.

The geographical and contextual specificity of the study, while a strength in depth, is also a limitation in breadth. The findings are deeply rooted in the unique socio-cultural, economic, and post-conflict environment of Shire Endaslasie Woreda. The severe disruptions caused by the recent conflict, including trauma, infrastructure damage, and administrative discontinuity, create a context that is profoundly different from more stable regions in Ethiopia. Therefore, while the findings may offer valuable insights, their direct transferability to other woredas in Tigray or other regions of Ethiopia is limited. The study highlights issues critical to a post-crisis setting, but its conclusions are not universally generalizable.

Finally, the **scope of the assessment** itself imposes certain boundaries. The study focuses on the implementation process and its perceived impact on teaching and learning, rather than on objective, standardized measures of student learning outcomes, such as national exam results. While classroom practices are a crucial intermediary variable, the ultimate goal of any educational improvement program is enhanced student achievement. This research does not directly link SIP activities to quantifiable changes in test scores, leaving that important dimension for future investigation.

Despite these limitations, the study has been meticulously designed to ensure that its findings remain meaningful, credible, and valuable. The use of a mixed-methods approach, the triangulation of data from multiple sources, and the purposive selection of a diverse set of schools are all strategies employed to bolster the validity and reliability of the conclusions within the defined context. Acknowledging these constraints provides a transparent framework for interpreting the results and underscores the need for cautious application of the findings beyond the immediate research setting.

1.8 Operational Definition of Key Terms

To ensure conceptual clarity and a consistent understanding throughout this research, it is essential to define the key terms as they are used within the specific context of this study. Operational definitions specify how abstract concepts will be measured and identified, thereby delineating the parameters of the inquiry. The following central concepts are defined for the purpose of this assessment:

School Improvement Program (SIP): For this study, the School Improvement Program refers to the formal, school-based management policy initiated by the Ethiopian Ministry of Education (MoE, 2010).

Operationally, it is defined as the cyclical process involving: 1) a participatory needs assessment conducted by the school community; 2) the development of a formal School Improvement Plan (SIPlan) outlining goals, activities, and resources; 3) the implementation of these planned activities; and 4) a system for monitoring and evaluating progress. The program's effectiveness will be assessed based on the perceived fidelity of this process and its outcomes in the selected schools.

Implementation: In the context of this research, implementation moves beyond the mere existence of a policy to denote the *process and degree* to which the SIP's planned activities and procedures are actually carried out in practice. This encompasses the tangible actions taken by school leadership and staff, the allocation of resources, and the functionality of monitoring systems. It will be operationally assessed through indicators such as the completion rate of planned activities, the consistency of School Management Committee (SMC) meetings, and the utilization of instructional materials as outlined in the SIPlan.

Teaching and Learning: This core concept is operationally defined as the observable and reportable interactions and processes within the classroom that are the ultimate targets of school improvement. **Teaching** specifically refers to the pedagogical methods employed by educators, including lesson planning, instructional strategies (e.g., lecture, group work, demonstration), and the use of teaching aids. **Learning**, while primarily measured through perceived engagement, is defined as the process through which students acquire knowledge and skills, evidenced by their participation in class, responsiveness to questions, and application of learned concepts, as reported by teachers and observed in the school environment.

Primary Schools: This study focuses on the first cycle of primary education, typically encompassing grades 1-8, within the formal Ethiopian system. Operationally, the term refers specifically to the nine institutions identified in Shire Endaslasie Woreda: BGI Primary, Emba Danso Primary, Taba Weyane Primary, Wekar Duba Primary, Hibret Primary, Tsehaye Primary, Adiwenfito Primary, Adi Kentibay Primary, and Dehab Tesfay Primary. These schools constitute the specific units of analysis for data collection.

Assessment: In this research, assessment does not refer to student evaluation. Rather, it is operationally defined as a systematic appraisal of the SIP's implementation process and its perceived outcomes. This involves collecting and analyzing qualitative and quantitative data to make a judgment about the

program's functionality, effectiveness, and the challenges it faces in the specific context of the selected primary schools.

Stakeholders: This term is operationally limited to the key groups directly involved in the SIP process within the school community. This includes **school principals** (as the lead implementers), **teachers** (as the primary agents delivering classroom instruction), and **School Management Committee (SMC) members** (including parent representatives, as the community oversight body). Their perceptions, experiences, and levels of involvement are central to this study's data.

By establishing these operational definitions, this study ensures that its key concepts are grounded, measurable, and consistently understood, thereby enhancing the precision, reliability, and overall coherence of the research endeavor.

1.9 Organization of the Study

To present a systematic and logically coherent account of the research process, this study is organized into five distinct yet interconnected chapters. This structure is designed to guide the reader from the initial identification and contextualization of the problem through to the final presentation of findings, conclusions, and recommendations. The organization ensures that each phase of the investigation builds upon the previous one, creating a comprehensive and persuasive argument.

The first chapter, the **Introduction**, lays the essential groundwork for the entire study. It begins by establishing the broad context of educational quality and school improvement programs in Ethiopia, narrowing down to the specific situation in the primary schools of Shire Endaslasie Woreda, Tigray. This chapter articulates the problem statement, defines the general and specific objectives, and poses the central research questions that will guide the inquiry. It further outlines the significance, scope, and limitations of the study, and provides operational definitions of key terms to ensure conceptual clarity throughout the document.

Building upon this foundation, **Chapter Two: Review of Related Literature** will present a comprehensive analysis of existing scholarly work. This chapter is divided into thematic sections, beginning with theoretical frameworks underpinning school-based management and educational change. It will then explore empirical studies on the implementation of school improvement programs, both internationally and within Ethiopia, identifying gaps in the literature that this research aims to fill. The

review will synthesize findings on the roles of stakeholders, the impact on teaching and learning, and common challenges, thereby providing a theoretical and empirical lens through which the study's findings can be interpreted.

Chapter Three: Research Methodology will detail the systematic approach employed to conduct the investigation. It will describe the research design, justifying the selection of a descriptive survey design, and will specify the study population and sampling techniques used to select the participating schools, principals, teachers, and SMC members. This chapter will provide a thorough account of the data collection instruments—such as questionnaires, interview guides, and document analysis protocols—and will explain the procedures for administering them. Finally, it will outline the methods for data processing and analysis, ensuring the validity and reliability of the study.

The presentation and analysis of the collected data will be the focus of **Chapter Four: Data Presentation, Analysis, and Discussion**. This chapter will organize the findings according to the specific objectives and research questions of the study. Quantitative data from questionnaires will be presented using descriptive statistics in tables and figures, while qualitative data from interviews and open-ended questions will be analyzed thematically. The chapter will not only present the results but will also interpret them, discussing their implications and relating them back to the literature reviewed in Chapter Two.

Finally, **Chapter Five: Summary, Conclusion, and Recommendations** will serve as the culmination of the research. It will begin with a concise summary of the major findings, recapping the key insights derived from the data analysis. Based on this summary, the chapter will present the study's overarching conclusions, directly addressing the research objectives stated at the outset. The thesis will conclude by offering practical, evidence-based recommendations for the Woreda Education Office, school leaders, and other stakeholders to enhance the implementation of the SIP. It will also suggest pertinent areas for further research, thereby contributing to the ongoing discourse on improving educational quality in similar contexts.

This structured organization ensures a clear and logical progression, providing a robust framework for a thorough assessment of the School Improvement Program in Shire Endaslasie Woreda.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a comprehensive review of literature relevant to the assessment of the School Improvement Program (SIP) in primary schools. The purpose is to situate the current study within the broader theoretical and empirical discourse on educational change, school-based management, and quality enhancement. The review is organized thematically, beginning with the theoretical foundations of school improvement, then examining global and national empirical evidence on its implementation, and finally narrowing the focus to the specific contextual factors in Ethiopia and the Tigray region. By synthesizing existing knowledge, this chapter aims to identify the conceptual frameworks that underpin this study, highlight gaps in the current literature, and establish a firm scholarly foundation for the investigation in Shire Endaslasie Woreda.

2.2 Theoretical Foundations of School Improvement

The concept of improving schools through decentralized, internally-driven processes is rooted in several interconnected theoretical paradigms. Understanding these theories is crucial for analyzing the intended mechanisms of the SIP and interpreting the findings of its implementation.

2.2.1 Educational Change Theory

The work of Michael Fullan provides a foundational lens for understanding how educational reforms succeed or fail. Fullan (2007, p. 30) posits that "change is a process, not an event," emphasizing that successful implementation requires more than the mere adoption of a policy document. It involves complex interactions at the individual, school, and system levels. He identifies key factors for successful change, including the need for a clear and shared vision, ongoing professional learning, and the availability of necessary resources. Furthermore, Fullan stresses the importance of "ownership" and "meaning," arguing that change is most sustainable when those implementing it have been involved in its development and understand its value (Fullan, 2007, p. 65). This theory directly informs the assessment of whether the SIP in Shire Endaslasie is perceived as an externally imposed burden or an internally-owned process for growth.

2.2.2 School-Based Management (SBM) and Decentralization

The SIP is fundamentally a model of School-Based Management, which represents a shift from centralized, bureaucratic control to decentralized, participatory governance. The theoretical premise of SBM is that transferring decision-making authority to the school level enhances accountability, responsiveness to local needs, and professional autonomy, thereby improving school performance and student outcomes (Cheng & Chan, 2000, p. 28). This theory argues that principals, teachers, and parents, being closest to the students, are best positioned to identify challenges and devise effective solutions. However, theorists like Carnoy (1999) caution that decentralization is not a panacea and its success is highly dependent on the capacity of local actors and the genuine devolution of power and resources. This framework will be used to analyze the extent of real autonomy granted to the schools in Shire Endaslasie within the SIP framework.

2.2.3 The Instructional Core Model

To specifically link school improvement to the central mission of teaching and learning, the model of the "Instructional Core" is essential. This model, articulated by City, Elmore, and colleagues (2009), posits that improvements in student learning occur only through changes in the dynamic relationship between three elements: **teacher knowledge and skill**, **student engagement**, and the **content** of the curriculum. They argue that efforts for school improvement that do not directly impact the interactions within this "instructional core" are unlikely to yield significant gains in learning (City et al., 2009, p. 23). This theory will guide the analysis of how the SIP's activities—such as planning, resource allocation, and teacher development—are translated into tangible changes in classroom practices in the primary schools under study.

2.3 Empirical Evidence on School Improvement Programs

A substantial body of empirical research exists on the implementation of SBM and school improvement programs globally and within Ethiopia, offering mixed but insightful results.

2.3.1 Global and African Perspectives

International studies reveal a complex picture of SBM. A World Bank (2018, p. 145) report found that

while SBM can lead to more efficient resource use and increased community participation, its impact on learning outcomes is highly variable and contingent on supporting factors. Successful cases, such as those in certain East Asian contexts, were characterized by strong leadership, robust accountability mechanisms, and concurrent investments in teacher capacity (Cheng, 2005). In contrast, studies in various African contexts have highlighted challenges. For instance, a study in Kenya found that SBM often faltered due to limited financial management skills at the school level and political interference in School Management Committees (Okumu, 2018, p. 112). These findings underscore that the mere structure of SBM does not guarantee success; its effectiveness is mediated by local capacity and context.

2.3.2 The Ethiopian Context: Studies on SIP Implementation

Within Ethiopia, several studies have assessed the SIP, revealing a consistent pattern of ambitious goals hampered by implementation challenges. A study by Kedir (2016) in the East Shewa Zone found that while the SIP was formally in place, its implementation was largely superficial. Teachers and principals often viewed the development of the School Improvement Plan as a bureaucratic compliance exercise rather than a genuine tool for pedagogical change. The study also identified inadequate training for SMC members and a lack of necessary resources as critical impediments (Kedir, 2016, p. 78).

Similarly, a research by Tesfaye (2019) in the SNNP region highlighted the critical role of instructional leadership. Schools where principals actively facilitated the SIP process, monitored classroom practices, and fostered a collaborative culture showed markedly better outcomes in teacher motivation and student engagement. Conversely, in schools with passive leadership, the SIP documents remained "on the shelf," having little impact on teaching and learning (Tefaye, 2019, p. 91). Furthermore, a national-level review by the Ministry of Education (MoE, 2015) itself acknowledged gaps in stakeholder understanding and ownership, noting that the mobilization of community resources, a key tenet of the SIP, remained weak in many woredas.

2.3.3 Stakeholder Participation: A Critical Factor

A recurring theme in the literature is the centrality of meaningful stakeholder participation. Research by Mulu (2017) demonstrated a strong positive correlation between the active involvement of teachers in the SIP planning process and their subsequent commitment to its implementation. When teachers are merely instructed on a pre-determined plan, their ownership and motivation are low. The role of parents and the community, primarily through the SMCs, is also pivotal. However, studies like that of Abebe

(2018) found that SMCs in rural woredas often lack the literacy, understanding of educational pedagogy, and confidence to hold school leadership accountable, rendering their role symbolic rather than substantive.

2.4 The Context of Education in Tigray and the Research Gap

The unique context of the Tigray region adds a critical layer to this analysis, one that has been scarcely addressed in the existing literature.

2.4.1 The Pre-Conflict Educational Landscape

Prior to the recent conflict, Tigray was often cited as a region with strong educational performance and community mobilization for education. The social fabric, characterized by strong social capital and a high value placed on education, provided a potentially fertile ground for a community-based program like the SIP (Hare, 2019). However, even then, the region faced typical challenges of resource scarcity, large class sizes, and geographical remoteness in certain woredas, which likely affected the equitable implementation of the SIP.

2.4.2 The Impact of Conflict on Education Systems

The recent war in Tigray has had a catastrophic effect on its educational infrastructure and social systems. Reports indicate widespread destruction of schools, looting of educational materials, and severe trauma among students and teachers (Tigray Education Bureau, 2022). The disruption of administrative structures and the mass displacement of populations have fundamentally altered the operational context. As noted by studies on education in fragile states, post-conflict recovery of an education system requires more than just rebuilding infrastructure; it necessitates rebuilding trust, addressing psychosocial needs, and re-establishing routines and a sense of normalcy (Smith, 2021, p. 204). The standard SIP model was not designed for such a context, and its assumptions about stability and existing capacity are now profoundly challenged.

2.4 Identifying the Research Gap: National and International Perspectives

A comprehensive review of the literature, while illuminating the broader landscape of school improvement programs, ultimately serves to pinpoint the specific and critical knowledge void that this

study aims to fill. The identification of this gap is a pivotal step, demonstrating the novelty and necessity of the research. The lacuna exists at the intersection of the well-documented challenges of School-Based Management (SBM) internationally, the specific implementation issues within Ethiopia, and the profound, unexamined impact of a major conflict on such educational reforms in the unique context of Tigray.

2.4.1 The International Literature Gap: A Presumption of Stability

Internationally, the vast body of research on SBM and school improvement programs, while acknowledging contextual variables, largely operates within a paradigm of relative structural stability. Seminal works by theorists like Fullan (2007) and Cheng (2005) provide robust frameworks for understanding the processes of educational change, but their models are primarily tested in environments where the fundamental pillars of the state—security, basic infrastructure, and functional governance—are largely intact. The challenges they identify, such as resistance to change, inadequate resources, or weak leadership, are significant but are situated within systems that possess the inherent capacity to address them over time.

The critical gap in the international literature becomes apparent when applying these models to **fragile and conflict-affected contexts**. As noted by Smith (2021, p. 198), "educational reforms designed for stable states often founder in post-conflict environments because they fail to account for the complete collapse of social trust, the trauma of the education workforce, and the destruction of the physical and administrative ecosystem." While studies in other post-conflict nations have begun to address this, the findings are not easily transferable. The specific socio-cultural fabric of Tigray, the particular structure of Ethiopia's SIP, and the nature of the recent conflict create a unique case. Therefore, a significant gap exists in understanding how the theoretical mechanisms of school improvement—such as building professional learning communities or fostering parental participation—function when the very community itself has been shattered and the school buildings destroyed. The international literature provides the theoretical tools, but not the contextual application for a setting like post-conflict Shire Endaslasie.

2.4.2 The National Literature Gap: The Invisibility of Tigray's Crisis

Within the Ethiopian context, numerous studies have critically assessed the implementation of the School Improvement Program, revealing a consistent pattern of challenges. Researchers like Kedir (2016) in East Shewa and Tesfaye (2019) in the SNNP region have expertly documented issues such as the ritualistic completion of SIP plans, inadequate stakeholder ownership, and the gap between planning and classroom execution. These studies are invaluable as they provide a national baseline against which to compare findings.

However, the glaring gap in the national literature is its collective **silence on the cataclysmic event that has reshaped the educational landscape of Tigray**. The existing Ethiopian studies on SIP were conducted in a pre-war context. They examine implementation bottlenecks under conditions of "normal" scarcity and bureaucratic inertia, not under the conditions of what the Tigray Education Bureau (2022) describes as "systemic dismantling." The research questions posed by earlier scholars do not encompass the realities of teachers who have been displaced, students who have experienced trauma, libraries that have been looted, and records that have been destroyed. For instance, while Mulu (2017, p. 55) discusses "low teacher motivation," the concept takes on a entirely different dimension when that demotivation stems from personal loss and existential threat rather than just dissatisfaction with policy.

Consequently, the national discourse on SIP implementation is missing a critical chapter. It fails to address how a decentralized school improvement model can possibly function when the entire support system—from the Woreda education office to the community structures—has been severely disrupted. The pre-2020 studies are now, in a sense, historical documents for Tigray. They cannot explain or predict the dynamics of SIP implementation in the region's current reality. This creates a profound and urgent gap in policy and practice, as educational authorities attempt to rebuild without evidence-based insights tailored to the post-conflict context.

2.4.3 Synthesis: The Nexus of the Gap

The convergence of the international and national literature gaps creates the precise space for this research. The international literature offers theories of change but lacks application in a context of severe fragility within Ethiopia. The national literature offers analysis of the SIP instrument but lacks data from a region that has undergone a fundamental transformation. Therefore, this study is positioned

to make a unique contribution by **investigating the implementation of a nationally prescribed school improvement program within a specific, post-conflict local context in Tigray, Ethiopia.**

It seeks to answer questions that previous studies have not asked: How does the SIP process adapt, or fail to adapt, to the psychosocial and material needs of a school community in recovery? What constitutes "effective leadership" or "community participation" when both leaders and the community are themselves survivors? By focusing on the primary schools of Shire Endaslasie Woreda, this research will generate a nuanced, context-rich understanding that bridges the theoretical models of international scholarship with the stark realities on the ground in Tigray. It will move beyond the pre-existing narratives of bureaucratic failure to explore a more profound dimension of implementation collapse and resilience, thereby filling a critical void in both the national and international educational research landscape.

2.5 Domains of School Improvement

Schools as organization are established to educate citizens of nations. To fulfill this responsibility, school is in need of domains based on which they can operate effectively. For instance Wisconsin Department of public instruction (1985) in Klousmeier, H.J (1985:6) approved the following characteristics of effective school: strong structural leadership; clear school mission and accompanying instructional program; high expectations for students; an orderly school learning climate; opportunity to learn and an emphasis on academic learning time; frequent monitoring of pupil progress, high degree of community involvement. Different authors have also identified many characteristics of successful schools all targeting at a common of learners' achievement, For instance, Levine and Lezotte (in Hargeaves and Hopkias, 1994) have found the following as the most consistent correlates of successful schools:

Productive school climate and culture which comprises; orderly school environment, staff commitment to a shared articulated mission, of focused on achievement; problem solving orientation; staff input in decision making; staff cohesion, collaboration, consensus, communication and collegially; and school wide emphasis on recognizing; and positive performance. Focus on student a question of central listening skills comprising of, maximizing availability and use of time for learning and emphasis on master of central listening skills, appropriate monitoring of students progress. Practice oriented staff development at school site. Outstanding leadership reflected by: vigorous selection and replacement of

teachers: Move risk orientation and buffering: frequent personal monitoring of school activities, and sense making; high expenditure of time and energy for school improvement actions; support for teachers; a acquisition of resources; superior instructional leadership; and availability and effective utilization of instructional support personal. Salient parent involvement, effective instructional arrangements and implementation accompanied by successful grouping and related organizational arrangements active /enriched learning: effective teaching practices; emphasis on higher –order learning in assessing instructional out comes; coordination in curriculum and instruction; easily availability of abundant, appropriate instructional materials; class room adaption; stealing time for reading; language and mathematics. High functioning expectations for students, other possible correlates such as: students sense of efficiency; multicultural instruction and sensitivity: personal development of students: and rigorous equitable student promotion policies and practices.

Another important feature of most successful school improvement program has been there on a limited number of change strategies at any one time (Levine, 1992 in Hargeaves D and Hopkins, 1994). Similarly, the Wisconsin Department of public instruction (2000) has indicated: availability of vision (having a common understanding of goals, principles, and exceptions for every ones in the learning community), leadership (having a group of individuals dedicated to helping the learning–community reach its vision), high academic standards (describing what students need to know and be able to do),standards of heart (helping all within community become carrying contributing, productive ,and responsible citizens); family, school and community partnership ;professional development (providing consistent, meaningful opportunities for adults in the school setting to engage in continues learning; evidence of success (collecting and analyzing data about students, program and staff.

In general, as it was mentioned above, although a lot of characteristics of successful school have been generated based on research regarding school reform and improvement the essential dynamic is that the quality and diversity must be a part of every aspect of education that is successful at helping all students achieve, and responsible citizens.

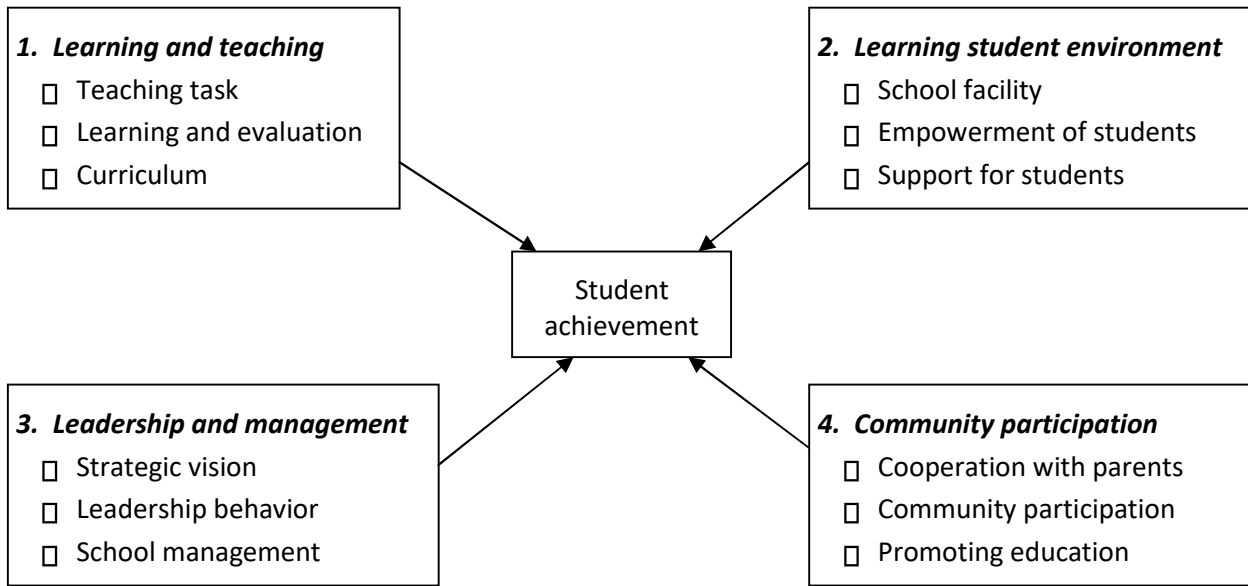


Figure 1: Domains and Elements of SIP

Source: MoE (2011) School Improvement Guidelines

2.6 The Process of School Improvement

2.6.1. The Stage of School Improvement

To attain high student achievement level, schools set goals for improvement and make decision on how and when this goal may be achieved, create positive environment for learning and increase the degree to which parents are involved in their children’s learning at school and in home (EIC, 2000)

School improvement by its nature is continuous process that can systematically put in to the reality. Formerly the ministry of education SIP training manual (2006) out lined different stages that the school need to pass through to realize the improvement effort. Latter both the frame work and the blue print clearly identified key steps in the school improvement process. This comprises of preliminary stages such as formation of school improvement team, understanding the context and setting issue of concern and other phases like, preparation of school improvement plan implementation, follow up and monitoring the implementation as well as Evaluation (MOE, 2007b and MOE, 2007c) The process as depicted in the Ethiopian school improvement Frame work document has shown in the following three year school improvement cycle (MOE, 2007c:4).

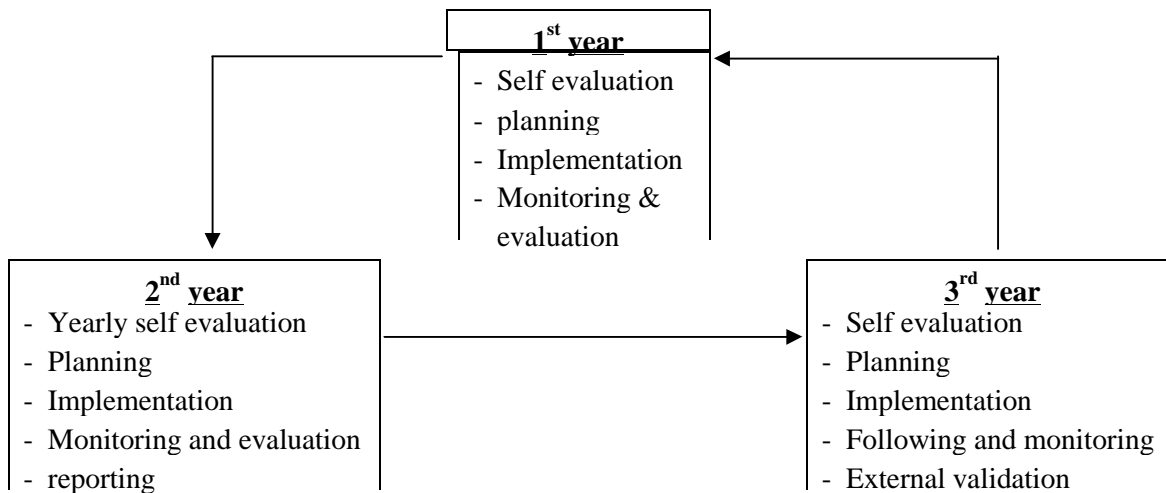


Figure 2: School Improvement Process Cycle

Source: MoE (2011:5)

During the school improvement process one thing to be remained is that an effective school improvement results when the entire key stakeholders workers a team throughout stages of the process. In other words school improvement team should lead the process to establish priorities set goals and evaluate. In all planning prevents poor performance.

2.6.2 School Improvement Plan Development

School improvement planning is considered as road Map that sets out change school needs to make improve the level of student achievement (EIC, 2000).it is a continuous process that brings improvement in schools. Others consider it both as a mechanism to measure improvement and document for monitoring progress. Plan is a corner stone for any effective implementation. This happens when plan preparation is governed by leading principles .in this regard MOE, 2006b) indicated the following key principles in school improvement plan preparation.

The main target for school improvement is to achieve high student to outcome; School principal is the leader of school improvement; Students and parents have adequate knowledge about school improvement; School improvement planning process is a team work that demands stake holder's adequate understanding about the task to actively participate in the development.; School improvement planning a continuous process that requires follow up to take immediate corrective measures; School

improvement plan target /goals are set based on reliable data sources , the quality of school improvement plan document is determined by the quality and efficiency of those professionals involved in the development of the process.

Based on principles, school which implements school improvement programs pay attention to the following six issues for plan and implement (MoE, 2006, 2007b). These are contextual understanding, collecting, and organizing, analyzing, setting goals prioritization and issue of concern, selecting best practice, implementation, monitoring and evaluation.

Throughout the process without active involvement of key school improvement stake holders such as parents, community members, principals, teachers and students; attainment of the objective of the school improvement is un thinkable. In strategic and the annual preparation all the concerned need to work collaboratively with strong sense of team. Strategic planning is the central role of school; hence, participatory sense of ownership, clear understanding of the process and commitment are among factors that need to deserve attention during strategic plan preparation on the part of school improvement plan.

Planning for improvement is a disciplined process through which a school communities and board reflect on relevant information about both context and achievement and design strategies for enhancing those areas that can be positively influenced. The true measure of improvement planning effectiveness, of course, is the degree to which improvement planning, implementation and monitoring produce positive change in student achievement and growth over time (EQAO, 2005). When board and school staff develop improvement plans collaboratively with representatives of their school communities and school councils, they are more likely to engender a sense of shared responsibility and shared commitment to bringing about the required changes. Therefore shared responsibility and decision making are the cornerstones of successful planning. EIC (2000) suggest that, a school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first steps a crucial one in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students, so that they can determine what needs to be improved in their school. The improvement plan should incorporate the following key components, to be effective. These are: a review of the previous improvement plans (before the creation of a new improvement plan, all stakeholders should be given the opportunity to re-examine the data that have been gathered throughout the year and to discuss the effectiveness of the previous improvement plan); strategies(selecting the strategies that will make a difference to student achievement is a critical); indicator of success(it provide schools and board with standard against which they can measure their progress toward a goal);

timelines for status updates (timelines must allow for data collection and analysis, reflection, implementation, professional development, status updates and revisions); resources required(both staff and community members need to understand the implication of improvement planning on budgets); roles and responsibilities(clearly assigning responsibility will ensure that each strategy of the improvement plan has a “champion” to support its implementation) and performance targets(precise target- setting requires that the school and the board determine the level of student achievement expected) (EQAO , 2005).

According to MOE (2007) the purpose of school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance. This gives them the actual current picture and a basis for future improvement. Self-enquiry is an essential means for schools to create a sense of responsibility and accountability for students learning and to practically show their accountability to their stakeholders, to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement. The first stages of the school improvement planning process: creating a school improvement planning team that is school improvement committee; assembling and assessing information about student achievement, the school environment, and parental participation (that is, the context for the plan); and establishing priorities for improvement through a series of activities. Therefore, school principal plays a crucial role in these early stages. He/she facilitate the formation of a planning team, which will be responsible for establishing priorities, and they ensure that the information required for effective planning such as aggregate report card marks, the results of assessments conducted by the SIP committee and a summary of responses to the parent survey is collected and made available to the committees. Also, Principals should make every effort to inform teachers, school council members, parents, and other community members about the improvement process in a way that welcomes their participation (MOE, 2007). All participants should have a positive attitude towards the process and understand that they must work as a team. Scheduling meeting times for the planning team that are acceptable to both staff and parents may be a challenge.

One solution is to organize parallel processes, whereby staff meets during after school staff meetings and parents meet in the evening. The advantage of this arrangement is that it allows more parents to participate. To ensure that one group does not make decisions without hearing the views of and having a discussion with the other group, certain teachers could volunteer or be delegated to participate in both the afterschool staff meetings and the evening parent meetings. The school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children’s education. Based on their analysis, team members make decisions about areas that need to be improved (priorities). Therefore, the ultimate goal of their activity is on improving the learning outcomes of students and to do this, cooperation and team spirit are essentials. After the school priorities

are once identified SIP Committees can design the school improvement plan. They use format during developing this plan. The format includes, goals, objective, priorities, implementation strategies, timeline, responsibility for implementing strategies, monitoring and evaluation and ways of modification of the plan or opportunities or revision. Once, the SIP committee has developed the plan and get the approval of all stakeholders, the next stage is about organizing various task forces that are responsible for the development of action plan for each domain. In the formation of taskforces, the principal should encourage parents, teachers, students and other stakeholders to take active part. Besides, the principal need to encourage the involvement of department heads, PTSA members, students council, in the development of the action plans. She/he should create ways through “ which taskforces exchange information with SIP committees. The taskforces, while developing action plans, need to consider various issues. These are: *setting Goals*-in the preparation of goal statements, taskforces need to revise issues raised in the self-enquiry.

The revision enables them to analyze the information on which the priorities are identified. And Nthe goal must be that can be achieved within a specific period of time, and

call for the active involvement of stakeholders that can move the schools to the higher level of performance. To sum up, goals must be SMART, and stated in simple and clear language; *identifying most import priorities*- the achievement of a given goal is realized, when particular attention is provided to the most important priorities. Hence, taskforces need to consult the school data so as to identify the most important priorities; *designing strategies*-the strategies designed must get an approval of all stakeholders in effectively addressing the domains; *identifying indicators*-indicators identified must be in the position to measure students’ learning outcomes and teachers teaching performances; *setting timeline*-activities in the plan must be presented with the specific period of implementation time. They can be planned in semester, year or three years and should get the approval of principals, teachers, SIPC and PTSA; *assigning responsible*-bodies-Responsibilities of performing particular activities should be assigned to particular bodies: PTSA, principal, teachers and students; *status update*-in order to ensure continuous and sustained school improvement, update strategy must be considered; *revision of the plan*-evaluation of the implementation conducted by the end of each year, as a result revision of priorities, and timelines can be made. Hence, the action plan taskforce need to consider the revision techniques (MOE, 2007).

Therefore the school plan will include the following elements such as: a statement of school context, purpose and profile, identified priorities, improvement targets, whole school strategies, a timeframe; and expected outcomes of the school. An annual operating plan sets out how the school plan will be progressed in that year. The operating plan is developed after reviewing the school plan and identifying

the priorities and objectives that will be the focus for the year. Operating plans are internal to the school and should be developed by school staff. Typically, they include: the priorities and improvement targets in the three-year plan being addressed that year, specific strategies that will be employed, the responsible body for implementing the strategies, timeframe, allocating resources to the strategies implementation and the ways that the implementation will be evaluated. Planning should also occur at the classroom level. Classroom planning is central to school improvement as it is what teachers do in their classrooms that impact most directly on student achievement (MOE, 2007).

2.7 Chapter Summary

This literature review has traversed the theoretical underpinnings of school improvement, examined empirical evidence from global and Ethiopian contexts, and culminated in a focus on the unique and under-researched situation in Tigray. The theories of Fullan, SBM, and the Instructional Core provide the analytical lenses for this study. The empirical evidence consistently points to the challenges of moving from policy to practice, highlighting the importance of leadership, genuine stakeholder participation, and adequate resources. Finally, the profound impact of the recent conflict in Tigray establishes a compelling rationale for this research, as it seeks to understand the fate of a major educational reform in a context for which it was never designed. The subsequent chapter will detail the methodology employed to conduct this critical assessment.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter outlines the methodological framework employed to assess the implementation of the School Improvement Program (SIP) in the primary schools of Shire Endaslasie Woreda. It details the research design, the setting and participants, the instruments used for data collection, the procedures followed, and the methods applied for data analysis. The chapter concludes with a discussion of the ethical considerations that guided the research process.

3.1 Research Design

This study employed a **descriptive survey research design** within a mixed-methods framework. The primary purpose was to describe the current state of SIP implementation in the selected primary schools. The descriptive survey design was deemed appropriate as it is used to "describe conditions that exist, opinions that are held, and processes that are going on" (Best & Kahn, 2006, p. 134). This approach allowed for the systematic collection of quantifiable data from a sample of the population to describe trends, attitudes, and practices related to the SIP.

To augment the quantitative data and provide deeper contextual understanding, qualitative methods were integrated. This mixed-methods approach enabled triangulation, where the qualitative data from interviews and focus group discussions served to validate, explain, and elaborate on the findings from the questionnaires (Creswell & Plano Clark, 2018). The combination of these approaches provided a more comprehensive and reliable assessment of the complex phenomenon under investigation.

3.2 Research Setting and Participants

3.2.1 Research Setting

The study was conducted in Shire Endaslasie Woreda, located in the Tigray region of Ethiopia. The research focused specifically on nine primary schools within this woreda: BGI Primary, Emba Danso Primary, Taba Weyane Primary, Wekar Duba Primary, Hibret Primary, Tsehaye Primary, Adiwenfito Primary, Adi Kentibay Primary, and Dehab Tesfay Primary. These schools were selected as they provided a representative cross-section of the educational landscape in the woreda.

3.2.2 Population and Sampling Techniques

The target population for this study comprised all individuals directly involved in or affected by the SIP in the selected schools. This included teachers, school principals and vice-principals, primary school supervisors, Woreda Education Office heads, and students and parents who were members of the School Improvement Committees (SIC).

A combination of sampling techniques was used to select participants. A **simple random sampling** technique was employed to select teacher participants, ensuring each teacher had an equal chance of being selected. This resulted in a sample of 88 teachers, representing approximately 30% of the total teacher population (N=294) across the nine schools.

For other key informant groups, **purposive sampling** was used. This non-probability sampling technique was chosen because these individuals possessed specific knowledge and experience critical to understanding SIP implementation (Etikan, Musa, & Alkassim, 2016). The purposively selected sample included all 18 principals and vice-principals, all 5 primary school supervisors, all 5 Woreda Education Office heads, and 32 SIC members (students and parents). The breakdown of the sample is summarized in Table 1.

Table 1: Population and Sample Size of Participants

Category	Population Size	Sample Size	Sampling Technique
Teachers	294	88	Simple Random
Principals/Vice-Principals	18	18	Purposive
SIC Members	96	32	Purposive
Woreda Education Office	5	5	Purposive
Supervisors	5	5	Purposive
Total		148	

3.3 Data Collection Instruments and Procedures

To ensure the collection of robust and multifaceted data, four primary instruments were utilized: questionnaires, semi-structured interviews, focus group discussions (FGDs), and document analysis.

1. **Questionnaire:** The questionnaire was the main instrument for gathering quantitative data from teachers and principals. It consisted of two sections: Section A covered demographic information, and Section B contained 41 closed-ended items measured on a five-point Likert scale (1=Strongly Disagree to 5=Strongly Agree) and 9 open-ended items. The closed-ended items were designed to gauge perceptions and practices related to SIP implementation, while the open-ended questions allowed respondents to elaborate freely on their experiences (Best & Kahn, 2006).
2. **Semi-Structured Interview:** Interviews were conducted with Woreda Education Office heads and school supervisors. A semi-structured interview guide was developed to explore in-depth issues related to SIP practices, challenges, and supporting factors. This method was chosen because it is "useful to generate often important and crucial information" that may not emerge from a questionnaire (Gubrium & Holstein, 2001, p. 45). The flexible nature of the interviews allowed for probing questions to clarify and expand on responses.
3. **Focus Group Discussions (FGDs):** FGDs were held with members of the School Improvement Committees (SICs), comprising both parents and students. This instrument was selected to generate qualitative data through group interaction, enabling the researcher to explore the level of stakeholder awareness and collective views on the challenges and successes of the SIP (Kitzinger, 1995). Separate FGDs were conducted for parents and students to encourage open communication.
4. **Document Analysis:** To triangulate the data gathered from the primary sources, relevant documents were reviewed. These included School Improvement Plans, school strategic plans, SIP manuals, and reports on school performance. This analysis provided objective evidence of the planning and monitoring processes related to the SIP.

3.4 Data Analysis Methods

The data analysis process involved both quantitative and qualitative techniques, corresponding to the nature of the data collected.

The **quantitative data** obtained from the questionnaires were cleaned, coded, and entered into SPSS software Version 20. The analysis primarily employed **descriptive statistics**, including frequencies, percentages, and weighted mean scores. These statistics were used to summarize the responses and describe the prevailing conditions and perceptions regarding SIP implementation.

The **qualitative data** gathered from open-ended questions, interviews, FGDs, and document analysis were analyzed using **thematic analysis**. This involved transcribing the verbal data, repeatedly reading the transcripts to become familiar with the content, generating initial codes, and then grouping these codes into broader themes that directly addressed the research objectives (Braun & Clarke, 2006). The findings from the qualitative analysis were used to provide rich, narrative explanations and to contextualize the quantitative results.

3.5 Ethical Considerations

Throughout the research process, ethical principles were strictly adhered to. Prior to data collection, informed consent was obtained from all participants. The purpose of the study was clearly explained, both verbally and in writing at the beginning of the questionnaires and interview guides, emphasizing that their participation was voluntary and that the research was for academic purposes only. The confidentiality of the participants was protected by ensuring anonymity in the reporting of findings; no names or personally identifiable information were used in the data presentation, analysis, or final report. Furthermore, all sources and literature used in this study have been properly acknowledged to avoid plagiarism.

CHAPTER FOUR:

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As indicated in the previous chapters, the objective of the study was to is to comprehensively assess the implementation of the School Improvement Program (SIP) and its perceived impact on the quality of teaching and learning in selected primary schools of Shire Endaslasie Woreda, Tigray. Therefore, this chapter deals with Presentation Analysis and Interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire, interview, focus group discussion (FGD) and document observation review) to search for appropriate solutions to the basic questions of the study. The data collected through closedended questions from teachers and school principals were presented in tables and analyzed using percentages, frequency counts and mean score and t-test. The qualitative data obtained through interview and observation was presented and analyzed in descriptive form together with the quantitative analyses of related questionnaire items. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the school improvement program (SIP) implementation based on the data collected.

4.1 Characteristics of Respondents

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following four tables shows the general characteristics (sex, age, qualification, work experience, field of study and training on school improvement program) of respondents involved in the study .

Table 2: Analysis of Distribution of Respondents by Sex and Age

Variable	Category	Teachers (T)	Principals (P)	School Improvement Committee (SIC)	Supervisors (S)	Woreda Educ. Office (WEOH)					
		No.	%	No.	%	No.	%	No.	%	No.	%
Sex	Male	77	88.51%	18	100%	24	75%	5	100%	5	100%
	Female	10	11.49%	0	0%	8	25%	0	0%	0	0%
	Total	87	100%	18	100%	32	100%	5	100%	5	100%
Age (Years)	< 20	0	0%	0	0%	16	50%	0	0%	0	0%
	21-25	7	8.04%	2	11.11%	2	6.25%	0	0%	0	0%
	26-30	38	43.67%	9	50%	4	12.5%	0	0%	0	0%
	31-35	22	25.28%	3	16.67%	5	15.63%	3	60%	2	40%
	36-40	15	17.24%	2	11.11%	3	9.37%	1	20%	2	40%
	> 40	5	5.74%	2	11.11%	2	6.25%	1	20%	1	20%
	Total	87	100%	18	100%	32	100%	5	100%	5	100%

Key: T=Teachers, P=Principals , SIC=School improvement Committee , S=Supervisor WEOH=Woreda Education Office Heads

The demographic data presented in Table 2: reveals a deeply gendered and generationally segmented landscape among the implementers of the School Improvement Program in Shire Endaslasie Woreda. The most striking finding is the profound gender disparity that permeates the entire educational leadership and teaching structure. The teaching force, which forms the program's backbone, is overwhelmingly male (88.51%), with female teachers constituting a mere 11.49%. This imbalance becomes even more pronounced in leadership and oversight roles, where there is a complete absence of female representation. All principals, supervisors, and Woreda Education Office Heads are male. The only body that shows any significant female participation is the School Improvement Committee (SIC), where 25% of members are women. This suggests that while community-level committees may offer a

slightly more inclusive space, the formal administrative and instructional hierarchy is exclusively male-dominated. This lack of gender diversity raises critical questions about the representation of perspectives in decision-making and the potential impact on creating an equitable learning environment for all students.

Furthermore, the age distribution across the different roles paints a picture of a distinct career trajectory and generational divide in responsibilities. The teaching corps and principalship are predominantly young to middle-aged professionals, with the largest cohorts of teachers (43.67%) and principals (50%) falling within the 26-30 age bracket. This indicates a relatively youthful core workforce responsible for day-to-day instruction and school management. In stark contrast, the supervisory and woreda-level positions are held exclusively by individuals aged 31 and above, with the majority in their thirties. This suggests that these higher-level oversight roles are filled by more experienced personnel, potentially reflecting a career progression based on seniority. The most anomalous and intriguing data comes from the School Improvement Committee, where half of its members are under the age of 20. This could imply a strong and deliberate inclusion of student representatives or very young community members, which is a positive sign for participatory governance. However, it also raises questions about the balance of experience within the SIC and whether these young members can effectively influence decisions alongside older, more established administrators. In conclusion, the demographic profile of the SIP implementers is not merely a set of statistics; it is a map of the social dynamics that will inevitably influence how the program is perceived, executed, and sustained, with significant implications for its ultimate success in improving teaching and learning.

Table 3 : Distribution of Respondents by Academic Qualification, Work Experience, and SIP Training

Variable	Category	T		P		SIC		S		WEOH	
		No	%	No	%	No	%	No	%	No	%
Academic qualification	Below grade10	-	-	-	-	9	28.13	-	-	-	-
	Grade 10&above					16	50	-	-	-	-
	Diploma	65	74.7			7	21.87	-	-	-	-
	BA/BED/BSc	22	25.3	18	100	-	-	5	100	5	100
	Total	87	100	18	100	32	100	5	100	5	100
Work Experience	<_5 years	14	16.1	3	16.67			4	80	3	60
	6-10	30	34.48	9	50			1	20	2	40
	11-15	11	12.64	1	5.56			-	-	-	-
	16-20	15	17.24	2	11.11			-	-	-	-
	21-25	7	8.05	1	5.56			-	-	-	-
	26-and above	10	11.49	2	11.11			-	-	-	-
	Total	87	100	18	100			5	100	5	100
Training received on SIP	Yes	42	48.27	7	38.88	15	46.87	5	100	5	100
	No	45	51.73	11	61.12	17	53.13	-	-	-	-
	Total	87	100	18	100	32	100	5	100	5	100

Key: T=Teachers, P=Principals ,SIC=School improvement Committee ,S=Supervisor ,WEOH=Woreda Education Office Heads

In table 3 above, the data on qualifications, experience, and training reveals a critical and multi-layered capacity gap that poses a significant challenge to the effective implementation of the School Improvement Program (SIP) in the primary schools of Shire Endaslasie Woreda. The analysis uncovers

a stark disparity in academic qualifications across the stakeholder groups, which likely influences both the perception and execution of the program. At the highest administrative levels—Principals, Supervisors, and Woreda Education Office Heads there is uniform and requisite academic competence, with 100% of respondents holding a first degree (BA/BEEd/BSc). This contrasts sharply with the primary implementers of the program: the teachers. A significant majority of teachers (74.7%) hold only a diploma, while a smaller portion (25.3%) possess a degree. This qualification gap between the classroom practitioners and their supervisors could lead to a disconnect in expectations and a potential deficit in the pedagogical expertise required to interpret and enact sophisticated school improvement strategies.

Furthermore, the data on work experience and training points to a paradoxical situation that further complicates implementation. The work experience profile of teachers and principals is broadly distributed, indicating a mix of both novice and highly experienced educators. However, a concerning 50% of principals have ten or fewer years of experience, which may limit their leadership depth in guiding complex reform. Most striking is the experience profile of the Supervisors and WEOH staff, who are tasked with mentoring and monitoring the program. A large majority (80% of Supervisors and 60% of WEOH heads) have five or fewer years of experience. This suggests that those in critical instructional leadership and oversight roles are relatively new to their positions, which could impair their ability to provide meaningful, expert guidance to the schools.

This capacity challenge is compounded by a severe deficiency in targeted SIP training. While Supervisors and Woreda Office Heads universally report having received training (100%), this crucial capacity-building intervention has not effectively trickled down to the school level. Alarming, a majority of teachers (51.73%) and principals (61.12%) report having received *no* training on the SIP. The School Improvement Committee members, who are meant to be key drivers of the program at the community level, are similarly untrained, with 53.13% lacking any preparation. This creates a fundamental breakdown in the implementation chain: the upper-tier officials are trained but potentially lack the deep experiential context, while the frontline implementers—teachers and principals—are expected to execute a program they have not been adequately prepared for. In conclusion, the success of the School Improvement Program is being jeopardized by a triad of issues: a qualification gap that may hinder pedagogical execution, an experience gap in key mentoring roles, and a critical training gap at the point of delivery. For the program to have a meaningful impact on teaching and learning, a strategic investment in bridging these specific capacity deficits is urgently required.

Table 4: Distribution of Educational Leaders by Field of Study

Field of Study	Principals (P)		Supervisors (S)		Woreda Education Office Heads (WEOH)	
	No.	%	No.	%	No.	%
EDPM/Educational Leadership	2	11.11%	1	20%	1	20%
Social Science	2	11.11%	2	40%	1	20%
Language	5	27.77%	1	20%	1	20%
Natural Science	6	33.33%	1	20%	-	-
Mathematics	3	16.67%	-	-	1	20%
Non-Teaching Field	-	-	-	-	1	20%
Total	18	100%	5	100%	5	100%

Note: The value for Supervisors in EDPM has been corrected from "2o" to "20%" for consistency and accuracy.

In table 4 above, the data on the fields of study among educational leaders reveals a critical misalignment between the specialized subject expertise of the individuals in charge and the broad, pedagogical, and administrative demands of the School Improvement Program (SIP). This disconnect presents a potential structural weakness in the leadership capacity necessary to drive a holistic educational reform initiative. The profile of school principals is overwhelmingly that of subject specialists, with the vast majority (88.89%) originating from core academic disciplines: Natural Science (33.33%), Language (27.77%), Mathematics (16.67%), and Social Science (11.11%). Only a small fraction (11.11%) have a formal academic background in Educational Leadership or Educational Planning and Management (EDPM). This suggests that principals are selected primarily for their content knowledge and teaching prowess rather than their training in school administration, instructional leadership, or systemic improvement processes. While deep subject knowledge is valuable, the role of a principal in implementing SIP requires skills in curriculum supervision, teacher coaching, data-driven decision-making, and resource management—competencies that are the direct focus of leadership training programs.

This pattern of subject-specialization extends to the supervisory level, but with a different emphasis. Here, Social Science backgrounds dominate (40%), with the remaining supervisors distributed across Language, Natural Science, and Educational Leadership. The concerning implication is that the supervisory structure may be organized around monitoring specific subject areas rather than providing comprehensive pedagogical leadership across the entire primary school curriculum. This could lead to an uneven quality of support and oversight, where a supervisor's feedback is stronger in their area of academic specialization and weaker in others. The most critical finding, however, pertains to the Woreda Education Office Heads, who hold the ultimate responsibility for the program's success across the woreda. While their backgrounds are diverse, the fact that one in five (20%) holds a degree in a non-teaching field is particularly striking. This indicates that the highest level of educational leadership may not always be occupied by individuals with professional experience in pedagogy or school systems, which could hinder their ability to conceptualize and champion the nuanced needs of teaching and learning improvement.

In conclusion, the collective picture is one of a leadership pipeline that prioritizes academic subject mastery over specialized training in educational administration and leadership. For the School Improvement Program to be effectively implemented, it requires leaders who can think systemically, mentor teachers across all disciplines, and manage complex change processes. The current distribution of fields of study suggests that the existing leaders may lack the formal preparation for these specific tasks. This does not imply incompetence, but rather highlights a systemic gap that must be addressed through continuous professional development. The success of the SIP is likely contingent on bridging this gap by providing these dedicated subject specialists with the necessary training in the principles of educational leadership, change management, and holistic school improvement.

4.2 Learning and Teaching Process Domain

Table 5: Respondents' Views on Teaching and Learning Domain

No	Items	Response Dents	Responses [N&%]					Mean		Overall X	P value
			5	4	3	2	1	X	SD		
1	Students' classroom participation (student centered) teaching method is employed by teachers	T(n=87)	n 23	37	17	10		3.84	0.92	3.79	0.65
		%	26.44	42.52	19.54	11.5					
		P(n=18)	n 5	8	2	1	2	3.74	1.27		
		%	27.8	44.44	11.10	5.55	11.11				
2	Tutorial program is arranged for female and slow learners	T	n 27	33	8	16	3	3.74	1.18	3.78	0.77
		%	31.03	37.93	9.2	18.4	3.44				
		P	n 10	6	2	-	-	3.83	0.71		
		%	55.6	33.3	11.1	-	-				
3	Students demonstrate active participation in school clubs	T	n 20	25	22	17	3	3.59	1.12	3.68	0.52
		%	22.99	28.73	25.3	19.54	3.44				
		P	n 7	7	3	1	-	3.77	0.87		
		%	38.89	38.89	16.67	5.55	-				
4	Evaluation of curriculum has been made by teachers	T	n 16	24	18	19	10	3.19	1.29	3.37	0.26
		%	18.39	27.29	20.69	21.83	11.5				
		P	n 5	9	3	1	-	3.55	0.92		
		%	27.78	50	16.67	5.55	-				
5	Action research has been conducted by teachers	T	n 10	26	20	18	13	3.02	1.25	3.51	0.02
		%	11.5	29.89	22.98	20.69	14.94				
		P	n 5	9	3	1	-	4.00	0.84		
		%	27.78	50	16.67	5.55	-				
6	Continuous assessment is being implemented	T	n 46	24	5	12	-	4.19	1.05	4.26	0.6
		%	52.87	27.6	5.54	13.79	-				
		P	n 9	6	3	-	-	4.33	0.76		
		%	50	33.33	16.67	-	-				
7	Teachers use laboratories and instructional media to motivate student learning	T	n 8	10	19	25	25	2.42	1.27	2.57	0.37
		%	9.2	11.5	21.84	28.73	28.73				
		P	n 2	4	6	3	3	2.72	1.31		
		%	11.11	22.22	33.33	16.67	16.67				

Key: 1. SA, 2. A, 3. UND, 4. DA, 5. SDA

SA = Strongly Agree, A = Agree, UND = Undecided, DA = Disagree, SDA = Strongly Disagree

Key: T = Teachers, P = Principals, X = mean, SD = standard deviation, P-value at $\alpha=0.05$ level and degree of freedom=103

Scales: - ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree

The data presented in Table 5 offers critical insights into the perceived impact of the School Improvement Program (SIP) on teaching and learning practices within the primary schools of Shire Endaslasie Woreda. The analysis reveals a landscape of notable successes in specific procedural areas, juxtaposed with significant challenges in others, providing a nuanced answer to the research questions concerning stakeholder perceptions and SIP influence on classroom practices.

Overall, the findings suggest a positive reception toward the SIP's role in fostering certain student-centered and assessment-focused activities. For instance, the implementation of continuous assessment (Item 6) is strongly affirmed by both teachers ($X=4.19$) and principals ($X=4.33$), indicating a successful institutionalization of this key component of the program. Similarly, there is general agreement that student-centered teaching methods are being employed (Item 1, Overall $X=3.79$) and that tutorial programs for vulnerable groups are arranged (Item 2, Overall $X=3.78$). These results positively address the third research question, indicating that the SIP has influenced teaching methodologies and support systems in a favorable direction.

However, a deeper analysis uncovers areas of concern and clear divergence in perception. A striking finding is the profound disagreement regarding the use of laboratories and instructional media (Item 7). With teachers ($X=2.42$) and principals ($X=2.72$) both falling in the "Disagree" range, it points to a critical deficiency in resource utilization or availability. This directly impacts the quality of teaching and learning and represents a major contextual challenge, as outlined in the fourth research objective. Without the use of these resources, the potential for the SIP to create a dynamic and motivating learning environment is severely limited.

Furthermore, a significant perceptual gap exists between teachers and principals on the conduct of action research (Item 5). While principals "Agree" ($X=4.00$) that it is being done, teachers are "Undecided" ($X=3.02$). This divergence is statistically significant ($p=0.02$), meaning it is unlikely due to chance. This suggests a disconnect in communication or understanding; principals may perceive action research as an occurring activity within their school improvement plans, whereas teachers on the ground may not be actively engaged in or aware of it. This finding is crucial for the second research objective, as it highlights a variance in the perception of involvement and role fulfillment between different stakeholder

groups. A similar, though less stark, pattern is seen in curriculum evaluation (Item 4), where teachers are undecided about their role in the process, while principals agree that it is happening.

In conclusion, the data paints a picture of an SIP implementation that has successfully embedded certain structural and procedural elements like continuous assessment and student tutorials. Yet, it struggles with deeper, resource-intensive and practice-oriented components like the use of instructional technology and the grassroots involvement of teachers in reflective practices like action research. The analysis therefore confirms that the SIP's influence is multifaceted—it is not a story of uniform success or failure, but one of partial integration, where administrative successes coexist with practical classroom-level challenges. For the program to achieve its full potential, addressing the identified gaps in resource use and ensuring genuine, perceived teacher involvement in all stages of the SIP cycle are imperative.

4.3. School Environment Domain

A safe equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favorable environment that addresses the need of each student. If students are empowered and feel safe in their schools, they can learn with interest.

Table 6: Analysis of Respondents' Views on the Learning Environment Domain

No	Items	Respondents	Responses [N&%]							X	SD	Overall X	Pvalue
			5	4	3	2	1						
1	There is appropriate physical environment (safe, stable and Positive atmosphere in school compound) for teaching and learning process	T(87) n %	16	30	20	14	7	3.58	1.12	3.62	0.79		
			18.39	34.48	22.98	16.09	8.04						
		P(18) n %	5	8	1	2	2	3.66	1.32				
			27.77	44.44	5.55	11.11	11.11						
2	There are clear rules and policies of the school that are communicated by the school community	T n %	23	22	15	18	9	3.28	1.35	3.63	0.26		
			26.43	25.28	17.24	20.68	10.34						
		P n %	10	4	2	-	1	3.66	1.02				
			55.55	22.22	11.11	-	5.55						
3	There are adequate teaching and learning do materials (e. g Text books ,teachers guides)	T n %	24	31	10	14	8	3.56	1.30	3.80	0.13		
			27.58	35.63	11.49	16.09	9.19						
		P n %	6	9	2	-	1	4.05	0.99				
			33.33	50	11.11	-	5.56						
4	School community has access to standard toilets particularly designed for females and male students	T n %	11	21	19	22	14	2.91	1.28	3.26	0.04		
			12.64	24.14	21.84	25.28	16.1						
		P n %	6	5	2	4	1	3.61	1.33				
			33.33	27.78	11.11	22.22	5.56						
5	There is good relationship among principals ,teachers, students and other staff members	T n %	17	18	18	18	16	3.35	1.28	3.64	0.06		
			19.54	20.58	20.58	20.58	18.39						
		P n %	10	6	2	-	-	3.94	0.93				
			10	6	2	--	-						
6	The school has library with sufficient reference books	T n %	12	17	16	20	22	2.73	1.39	2.97	0.17		
			13.79	19.54	18.39	22.28	25.28						
		P n %	3	6	3	4	2	3.22	1.30				
			16.67	33.33	16.67	22.22	11.11						

Key: 1. SA , 2. A, 3. UND 4. DA 5. SDA
 SA = Strongly Agree A= Agree UND= Undecided DA= Disagree SDA= Strongly Dis agree

key Scales:- ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree , ≥ 4.5 = strongly agree

The data concerning the learning environment provides a critical lens through which to assess the tangible outcomes of the School Improvement Program (SIP) in Shire Endaslasie Woreda. The analysis reveals a mixed picture, characterized by moderate satisfaction with social and procedural aspects of the school environment, but marked by significant deficiencies in physical infrastructure and key learning resources. This juxtaposition offers clear answers regarding the facilitating factors and, more prominently, the major challenges hindering the program's effectiveness.

A primary strength identified in the data lies in the perceived adequacy of basic teaching and learning materials, such as textbooks and teachers' guides (Item 3). With an overall mean of 3.80, which falls in the "Agree" category, and a notably higher agreement from principals ($X=4.05$) compared to teachers ($X=3.56$), this suggests that the SIP has been somewhat successful in ensuring the provision of fundamental resources. This can be considered a facilitating factor in the program's implementation. Furthermore, the social fabric of the schools appears to be positive. Both teachers and principals agree that there is an appropriate physical environment in terms of safety and a positive atmosphere (Item 1, Overall $X=3.62$) and that there are good relationships among staff and students (Item 5, Overall $X=3.64$). This indicates a supportive relational climate, which is a crucial foundation for any improvement program.

However, the data unveils profound challenges that directly impede the quality of teaching and learning, thereby addressing the fourth research objective. The most glaring issue is the severe lack of library facilities. For Item 6, teachers' responses ($X=2.73$) fall in the "Undecided" to "Disagree" range, while the overall mean of 2.97 solidly places the item in the "Undecided" category. This means respondents are, at best, uncertain whether the school has a library with sufficient reference books, pointing to a critical deficit in resources that are essential for promoting a culture of reading and independent learning. This is a significant resource-related challenge.

Another critical challenge is access to standard, gender-segregated toilets (Item 4). Here, the data reveals a statistically significant perceptual gap between teachers and principals ($p=0.04$). Teachers, who are on the ground daily, "Disagree" that this facility is adequate ($X=2.91$), firmly placing their view in the "Undecided/Disagree" threshold. Principals, conversely, "Agree" that it is sufficient ($X=3.61$). This significant difference is not just a statistical finding but a substantive one; it suggests that school leaders

may be overestimating the adequacy of essential Water, Sanitation and Hygiene (WASH) facilities, which are vital for student health, dignity, and attendance, particularly for female students. This discrepancy directly speaks to the second research objective, highlighting a variance in stakeholder perceptions of the school's infrastructure.

In conclusion, the analysis of the learning environment domain suggests that the SIP's implementation exists within a context of social strength and basic resource provision but is critically hampered by infrastructural deficits. The schools benefit from a positive atmosphere and adequate core teaching materials, which are facilitating factors. However, the lack of a functional library and the inadequate WASH facilities, particularly as experienced by teachers, represent major contextual and resource-related barriers. For the SIP to truly improve the quality of education, the findings indicate that future interventions must move beyond pedagogical frameworks and directly address these foundational issues of physical infrastructure and learning resources, while also fostering a more aligned understanding of these challenges between teaching staff and school leadership.

4.4. Leadership and Management Domain

Leadership and management is the third domain considered in the implementation of SIP. Effective and efficient school leadership and management play a vital role in implementing the school improvement program by putting the schools strategic vision and creating a strong collaborative bond among the school community.

Table 7: Analysis of Respondents' Views on the Leadership and Management Domain

No	Items	Respondent	Responses							X	SD	Overall X	Pvalue
			5	4	3	2	1						
1	Shared vision ,Mission, Objectives and goals improve student learning	T(87) n %	20	30	11	19	7	3.67	1.11	3.77	0.47		
			22.99	34.5	12.64	21.83	8.04						
		P(18) n %	5	10	1	-	2	3.88	1.18				
			27.77	55.55	5.56	-	11.11						
2	School management commitment is high for student achievement	T n %	18	23	19	16	11	3.24	1.32	3.38	0.39		
			20.69	26.43	21.83	18.39	12.64						
		P n %	10	5	2	-	1	3.52	1.00				
			55.55	27.78	11.11	-	5.56						
SICN %													
3	There is consistency in implementation of school activities	T n %	14	31	21	17	4	3.63	1.05	3.84	0.12		
			16.1	35.63	24.13	19.54	4.6						
		P n %	3	13	-	2	-	4.05	0.99				
			16.69	72.22	-	11.11	-						
4	Communities are mobilized for SIP support	T n %	7	26	23	19	12	2.41	1.09	2.59	0.23		
			8.04	29.89	26.43	21.83	13.8						
		P n %	4	6	3	3	2	2.77	1.43				
			22.22	33.33	16.67	16.67	11.11						
5	The School has created effective regular communication with stakeholders	T n %	14	21	21	21	10	2.44	1.32	2.69	0.16		
			16.1	24.13	24.13	24.13	11.5						
		P n %	8	5	1	3	1	2.94	1.47				
			44.44	27.77	5.56	16.67	5.56						
6	Instructional supervisors carryout classroom supervision	T n %	16	19	18	21	13	3.63	0.98	3.75	0.29		
			18.4	21.83	20.69	24.13	14.94						
		P n %	9	8	-	1	-	3.88	0.96				
			50	44.44	-	5.56	-						
7	Continuous follow up, monitoring and support of student learning	T n %	25	25	12	17	8	3.59	1.29	3.73	0.36		
			28.73	28.73	13.8	19.54	9.2						
		P n %	8	9	-	1	-	3.88	0.83				
			44.44	50	-	5.56	-						

Key: 1. SA , 2. A, 3. UND, 4. DA 5. SDA SA = Strongly Agree A= Agree
UND= Undecided DA= Disagree SDA= Strongly Dis agree , key Scales:- ≤ 1.49 = strongly disagree,
 $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree , ≥ 4.5 = strongly agree

The data concerning the Leadership and Management domain reveals a critical dichotomy at the heart of the School Improvement Program's (SIP) implementation in Shire Endaslasie Woreda. The analysis suggests that while school leadership is perceived to be effective in maintaining internal procedural consistency and pedagogical oversight, it is strikingly ineffective in fostering the essential external component of community mobilization and stakeholder communication. This finding directly addresses the first and fourth research objectives, highlighting a significant operational strength alongside a profound strategic challenge.

A clear facilitating factor for the SIP is the establishment of a robust internal management framework. Respondents from both groups agree that there is a shared vision and mission that improves student learning (Item 1, Overall $X=3.77$) and that there is consistency in the implementation of school activities (Item 3, Overall $X=3.84$). Furthermore, the practice of instructional supervision and the continuous monitoring of student learning (Items 6 & 7) are also viewed positively, with overall means of 3.75 and 3.73, respectively. These results indicate that the core procedural components of the SIP—specifically monitoring and internal oversight—are being carried out with a reasonable degree of effectiveness. This demonstrates that the schools have successfully institutionalized certain key administrative functions, creating a stable platform for daily operations.

However, this internal efficiency stands in stark contrast to a major failure in leadership's role as a community liaison. The data for Items 4 and 5 is unequivocal and alarming. On the mobilization of communities for SIP support (Item 4), teachers' responses average 2.41, which falls squarely in the "Disagree" category. Principals' views, though slightly less negative ($X=2.77$), still reside in the "Undecided" range, indicating a lack of conviction about their own success in this area. Similarly, the item on creating effective regular communication with stakeholders (Item 5) received the lowest agreement in the entire domain, with teachers strongly disagreeing ($X=2.44$) and principals being undecided ($X=2.94$). This is the most significant challenge identified in this domain. It suggests that the SIP is being managed as an internal school project rather than a collaborative community endeavor. This failure to engage parents and the wider community represents a critical weakness, as the sustainability and depth of any school improvement initiative often depend on broad-based support.

It is noteworthy that for all items, the p-values are statistically insignificant ($p > 0.05$), indicating that the perceptions of teachers and principals are generally aligned. There is no significant disagreement between the two groups on these issues; they collectively affirm the internal strengths and acknowledge the external weaknesses. The one area of mild divergence is in the perception of school management commitment (Item 2), where teachers are "Undecided" ($X=3.24$) while principals "Agree" ($X=3.52$) that it is high. Although not statistically significant, this subtle gap may hint at a difference in how leadership's dedication is perceived from the top down versus the bottom up.

In conclusion, the leadership and management of the SIP can be characterized as operationally sound but strategically isolated. The school principals and administrators have successfully established functional systems for internal control, supervision, and consistency. Yet, they have been unable to translate this administrative competence into meaningful community engagement. This lack of mobilization and communication is not merely an oversight but a fundamental challenge that could undermine the long-term effectiveness and ownership of the School Improvement Program. For the SIP to realize its full potential, leadership must expand its focus from managing internal processes to building robust, collaborative partnerships with the community it serves.

4.5. Community Involvement Domain

Developing quality partnership and network parents and society enable schools to provide quality education.

Table 8 : Comprehensive Analysis of Respondents' Views on Community Participation

No		Respondents	Responses								Overall X	Pvalue
			5	4	3	2	1	X	SD			
1	Parents as PTA members actively participate in the school improvement management	T (87) n	7	26	20	21	13	2.40	1.30	2.45	0.77	
		%	8.05	29.89	22.98	24.13	14.94					
		P (18) n	6	6	3	3	-	2.50	1.46			
		%	33.33	33.33	16.67	16.67	-					
2	Parents have provided comments up on their children's learning	T n	11	13	19	25	19	2.42	1.32	2.4	0.91	
		%	12.64	14.94	21.84	28.74	21.84					
		P n	1	8	5	3	1	2.38	1.14			
		%	5.56	44.44	27.77	16.67	5.56					
3	Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders	T n	12	19	16	23	17	2.49	1.41	2.8	0.96	
		%	13.79	21.83	18.39	26.43	19.54					
		P n	4	9	-	5	-	3.11	1.45			
		%	22.22	50	-	27.78	-					
4	Teachers collect information about students progress and communicate parents regularly	T n	12	21	15	25	14	2.43	1.40	2.38	0.78	
		%	13.79	24.14	17.24	28.73	16.09					
		P n	4	4	6	4	-	2.33	1.64			
		%	22.22	22.22	33.34	22.22	-					
5	Parents and community members have been involved in SIP implementation planning	T n	11	17	21	18	20	3.51	1.10	3.53	0.78	
		%	12.64	19.54	24.14	20.69	22.99					
		P n	6	6	3	2	1	3.55	1.09			
		%	33.33	33.343	16.67	11.11	5.56					

Key: 1. SA, 2. A, 3. UND, 4. DA 5. SDA

SA = Strongly Agree A= Agree UND= Undecided DA= Disagree SDA= Strongly Dis agree

key Scales:- ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree

The data on community participation reveals one of the most critical and unequivocal findings of this study on the School Improvement Program (SIP) in Shire Endaslasie Woreda. The analysis points to a profound and systemic failure to integrate parents and the wider community into the school improvement process, representing a significant breakdown in a core principle of the SIP framework. This domain directly addresses the second specific objective—examining stakeholder involvement—and

provides a clear, albeit troubling, answer to the fourth research question regarding administrative and contextual challenges.

The overall picture is one of severe disengagement. Across the first four items, which probe the active, day-to-day involvement of parents, the responses consistently fall within the "Disagree" range. The perception that "Parents as PTA members actively participate in school improvement management" (Item 1) is rejected, with an overall mean of 2.45. This sentiment is echoed in the lack of parental feedback on children's learning (Item 2, Overall X=2.4) and, crucially, in the failure of teachers to regularly communicate student progress to parents (Item 4, Overall X=2.38). This creates a vicious cycle of disengagement: teachers are not proactively sharing information, and parents are not actively providing comments. The data for Item 3 further cements this, indicating that stakeholders are not involved in decision-making (Overall X=2.8, leaning towards Disagree). A notable though statistically insignificant divergence appears here, as principals (X=3.11) are slightly more optimistic than teachers (X=2.49), perhaps reflecting a leadership perception that opportunities for involvement exist, even if they are not being utilized by the community.

The sole exception to this pattern of disagreement, and therefore a highly telling data point, is Item 5: "Parents and community members have been involved in SIP implementation planning." With an overall mean of 3.53, this shifts into the "Agree" category for both teachers (X=3.51) and principals (X=3.55). This suggests that the *mechanism* for participation—likely initial meetings or consultations during the planning phase—was formally established. However, the stark contrast between the agreement on initial planning (Item 5) and the disagreement on all subsequent management and communication activities (Items 1-4) indicates that community participation is a "one-off" formality rather than a sustained, collaborative partnership. The participation appears to begin and end at the planning stage, with no meaningful integration into the ongoing management, monitoring, and daily life of the school.

Furthermore, the consistently high p-values (all above 0.77) across all items are, in this context, highly significant. They demonstrate that there is no statistically significant difference between the perceptions of teachers and principals. Both groups are in firm agreement about the lack of substantive community involvement. This consensus across key stakeholder groups within the school strengthens the validity of this finding; it is not a biased perspective from one group but a shared diagnosis of a systemic failure.

In conclusion, the analysis identifies the lack of genuine community participation as a paramount challenge hindering the SIP's implementation. The data suggests a model of participation that is nominal and tokenistic, confined to the initial planning stage but absent from the crucial phases of execution, monitoring, and continuous feedback. This represents a significant deviation from the participatory and collaborative ethos that typically underpins school improvement programs. For the SIP in Shire Endaslasie Woreda to be effective and sustainable, this gap must be addressed. Moving beyond ceremonial involvement to fostering authentic, two-way communication and shared decision-making between the school and the community it serves is not merely an optional add-on but a fundamental prerequisite for success. This finding underscores that the challenges of SIP implementation are not solely resource-based but are deeply rooted in administrative and relational dynamics.

4.6. Level Of Stakeholders. Awareness on School Improvement Program implementation

Table 9 : Comprehensive Analysis of Stakeholder Awareness on the School Improvement Program

No	Items	Respondents	Responses[N&%]					X	SD	Overall X	P-value
			5	4	3	2	1				
1	Students have awareness on the school improvement program implementation	T(87)	13	19	17	24	14	3.52	1.44	3.59	0.46
			14.94	21.84	19.54	27.58	16.1				
		P(18)	7	5	3	3	-	3.66	1.08		
			38.89	27.77	16.67	16.67	-				
2	The school principals have awareness on preparing school improvement program implementation strategic plan	T n %	21	26	18	13	9	3.64	1.21	3.76	0.42
			24.14	29.88	20.69	3	-				
		P n %	5	9	1	3	-	3.88	1.02		
			27.77	50	5.56	16.67	-				
3	Parents and community members have awareness on school Improvement program implementation	T n %	8	22	20	25	12	2.45	1.23	2.69	0.13
			9.2	25.28	22.99	28.74	13.79				
		P n %	5	5	4	4	-	2.94	1.30		
			27.78	27.78	22.22	22.22	-				
4	The school improvement committee members have awareness on school improvement program implementation	T n %	12	30	17	22	6	3.60	1.08	3.82	0.1
			13.79	34.48	19.54	25.29	6.89				
		P n %	6	9	1	2	-	4.05	0.93		
			33.33	50	5.56	11.11					
5	The high school supervisors have awareness on school implementation	T n %	21	28	19	14	5	3.83	1.03	4.02	0.13
			24.14	32.18	21.84	16.1	5.74				
		P n %	4	11	1	2	-	4.22	0.54		
			22.22	61.11	5.56	11.11	-				
6	The woreda education office heads have Adequate awareness on school improvement program Implementation	T n %	26	24	12	14	11	3.51	1.43	3.75	0.17
			29.88	27.58	13.79	16.1	12.64				
		P n %	5	8	2	2	1	4.00	0.97		
			27.78	44.44	11.11	11.11	5.56				

Key: 1. SA, 2. A, 3. UND, 4. DA 5. SDA
 SA = Strongly Agree A= Agree UND= Undecided DA= Disagree SDA= Strongly Dis agree
key Scales:- ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree , ≥ 4.5 = strongly agree

The data concerning stakeholder awareness provides a critical diagnostic lens through which to understand the broader implementation dynamics of the School Improvement Program (SIP) in Shire Endaslasie Woreda. The analysis reveals a distinct and telling stratification of awareness levels, which directly corresponds to the formal hierarchy of the education system. This pattern offers a powerful explanation for many of the challenges identified in other domains, particularly the lack of community participation, and directly addresses the second and fourth research objectives concerning stakeholder perceptions and facilitating factors or challenges.

A clear and positive finding is that awareness of the SIP is robust among official actors within the formal education structure. The data indicates strong agreement that the Woreda Education Office heads (Overall $X=3.75$), high school supervisors (Overall $X=4.02$), school principals (Overall $X=3.76$), and School Improvement Committee members (Overall $X=3.82$) are all well-informed about the program. The consistently higher mean scores from principals across most items further suggest that those in leadership positions are the most confident in their own and their peers' understanding. This high level of institutional awareness among administrators and supervisors is a significant facilitating factor. It indicates that the program has been successfully disseminated through official channels and that the structural leadership necessary to drive the SIP is, in principle, in place and knowledgeable.

However, this top-heavy awareness creates a stark contrast when examining the stakeholders at the core of the educational process: students and parents. The data shows that awareness plummets at this level. There is a neutral, undecided perception regarding student awareness (Overall $X=3.59$), suggesting a significant gap in communicating the program's goals and processes to the very beneficiaries it is designed to serve. More critically, the awareness of parents and community members is the lowest of all groups measured, with a mean of 2.69 that falls squarely in the "Disagree" category. This is not a minor oversight but a fundamental flaw in the implementation strategy. The profound lack of parental awareness, previously inferred from their non-participation, is here explicitly confirmed. It explains why community mobilization has failed; one cannot be expected to participate meaningfully in a program they are largely unaware of. This represents a major contextual and administrative challenge, indicating a one-way, top-down flow of information that fails to engage the broader school community.

Furthermore, the statistically insignificant p-values across all items (all above 0.05) are highly informative. They demonstrate that there is no substantial disagreement between teachers and principals on the awareness levels of any stakeholder group. This consensus strengthens the validity of these

findings; both groups on the ground independently corroborate the same pattern of stratified awareness. They jointly affirm the knowledge of upper management and jointly acknowledge the ignorance of parents and the uncertainty surrounding students.

In conclusion, the analysis of stakeholder awareness paints a picture of a program that is effectively managed at the administrative level but poorly socialized at the grassroots level. The SIP appears to be an "insider's program," understood and operated by education officials but not effectively translated or communicated to the wider school community. This stratification creates a fragile foundation for sustainable school improvement. For the SIP to transition from a managerial exercise to a truly transformative, community-owned initiative, a strategic and deliberate effort must be made to bridge this awareness gap. Ensuring that students, parents, and community members are not merely subjects of the program but are informed and engaged partners is the crucial next step for its successful implementation in Shire Endaslasie Woreda.

4.7. School Improvement Program Implementation Challenges

Table 10: Comprehensive Analysis of Challenges Encountered in SIP Implementation

No	Items	Re	5	4	3	2	1	X	SD	Overa ll X	Pvalue
1	Poor technical support from highest organ	T	31	29	13	8	6	3.97	1.19	4.20	0.12
		%	35.63	33.33	14.94	9.19	6.1				
		P	4	6	6	-	2	4.44	1.09		
		%	22.22	33.33	33.33	-	11.11				
2	Lack of training and awareness for the stake holders to participate in SIP	T	29	33	14	7	4	3.79	1.20	3.67	0.44
		%	33.33	37.93	16.09	8.04	4.6				
		P	3	10	1	3	1	3.55	1.19		
		%	16.67	55.56	5.56	16.67	5.56				
3	There is shortage of materials and financial resource	T	38	27	8	10	4	3.87	1.10	3.74	0.36
		%	43.68	31.03	9.2	11.49	4.6				
		P	13	2	2	1	-	3.61	1.14		
		%	72.22	11.11	11.11	5.56	-				
4	Lack of qualified (trained) principals in educational leadership	T	28	30	13	11	5	3.75	1.18	3.65	0.51
		%	32.18	34.48	14.94	12.64	5.75				
		P	5	6	3	2	2	3.55	1.33		
		%	27.78	33.33	16.67	11.11	11.11				
5	Difficulty to change the existing school culture	T	30	32	16	6	3	3.62	1.29	3.44	0.31
		%	34.48	36.78	18.32	6.89	3.44				
		P	3	5	3	4	3	3.27	1.31		
		%	16.67	27.77	16.67	22.22	16.67				
6	Low commitment of local political leaders	T	28	38	10	8	3	3.91	1.05	4.01	0.46
		%	32.18	43.68	16.49	9.2	3.45				
		P	5	10	3	-	-	4.11	0.67		
		%	27.78	55.55	16.67	-	-				
7	Poor collaboration among stake holders and the school to plan SIP implementation	T	28	45	8	3	3	4.05	0.93	4.08	0.82
		%	32.28	51.72	9.2	3.45	3.45				
		P	6	8	4	-	-	4.11	0.75		
		%	33.33	44.44	22.22	-	-				
8	Lack of encouragement for effective teachers ,school leaders ,parents and students	T	29	31	14	11	2	3.85	1.09	3.97	0.34
		%	33.33	35.63	16.09	12.62	2.3				
		P	7	6	4	1	-	4.11	0.83		
		%	38.88	33.33	22.22	5.56	-				
9	Poor practice of school leaders in searching external fund to promote SIP	T	39	26	12	6	4	4.03	1.13	3.79	0.1
		%	44.82	29.88	13.79	6.89	4.59				
		P	4	6	4	4	-	3.55	1.09		
		%	22.22	33.33	22.22	22.22	-				
10	Absence of school improvement program implementation plan in the school	T	32	28	10	12	5	2.37	1.56	2.24	0.5
		%	36.78	32.18	11.49	13.79	5.74				
		P	3	4	2	5	4	2.11	1.45		
		%	16.67	22.22	11.11	27.77	22.22				

Key: 1. SA , 2. A, 3. UND, 4. DA 5. SDA
SA = Strongly Agree A= Agree UND= Undecided DA= Disagree SDA= Strongly Dis agree
key Scales:- ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree , ≥ 4.5 = strongly agree

The data on the challenges facing the School Improvement Program (SIP) in Shire Endaslasie Woreda provides a conclusive and powerful synthesis of the issues hinted at in all previous domains. This analysis moves beyond identifying isolated problems and reveals a deeply interconnected web of systemic, relational, and resource-based barriers that collectively strangle the program's effectiveness. The findings offer a clear and sobering answer to the fourth research objective and question, pinpointing not just the individual challenges, but illustrating a cycle of stagnation that prevents meaningful school improvement.

The most striking finding is the overwhelming consensus on challenges related to **external support and internal collaboration**. The items perceived as the most severe challenges are "Poor technical support from the highest organ" (Overall X=4.20) and "Poor collaboration among stakeholders and the school to plan SIP implementation" (Overall X=4.08). These are not merely resource shortages but are fundamental breakdowns in the support system and collaborative ethos that a program like the SIP desperately requires. This directly explains the earlier findings of poor community participation and stratified awareness; if collaboration is broken at the planning stage, it is inevitable that parents and the community will remain disengaged and unaware. Furthermore, the "Low commitment of local political leaders" (Overall X=4.01) compounds this issue, indicating a lack of political will that likely filters down, exacerbating the sense of isolation felt by the schools.

A second critical cluster of challenges revolves around **resources and motivation**. Respondents strongly agree that there is a "Shortage of materials and financial resources" (Overall X=3.74) and a "Lack of encouragement for effective teachers, school leaders, parents and students" (Overall X=3.97). This combination is particularly pernicious. The lack of material resources makes the work difficult, while the lack of encouragement and recognition demotivates the very people tasked with doing it. This is further evidenced by the agreement that there is a "Poor practice of school leaders in searching external fund to promote SIP" (Overall X=3.79). While this places some onus on school leadership, it must be viewed in the context of the aforementioned lack of technical support and training, which are likely prerequisites for building the capacity to seek and secure external funding.

Crucially, the data allows us to dismiss one potential challenge, which is in itself a significant finding. The item stating the "Absence of a school improvement program implementation plan in the school" (Item 10) received a mean of 2.24, which falls in the "Disagree" category. This is a pivotal insight. It confirms that the problem is **not the existence of the plan, but its execution**. The challenges, therefore, are not due to a failure to initiate the planning process but are deeply embedded in the implementation phase. The barriers are not procedural in a documentary sense, but practical and systemic. This is reinforced by the agreement on challenges like "Lack of training and awareness for the stakeholders" (Overall X=3.67) and "Difficulty to change the existing school culture" (Overall X=3.44), which are classic impediments to effective implementation.

Finally, the consistently statistically insignificant p-values (all above 0.05) across all ten items are profoundly important. They demonstrate a remarkable consensus between teachers and principals on the nature and severity of every single challenge identified. There is no blame game between these two key stakeholder groups; they are united in their diagnosis of the systemic failures hampering the SIP. This shared perception underscores the validity and gravity of these findings.

In conclusion, the analysis reveals that the implementation of the SIP is caught in a vicious cycle. A lack of high-level technical support and political commitment fosters an environment of poor collaboration and demotivation. This, in turn, cripples the capacity of schools to overcome inherent resource shortages and cultural inertia, despite having a formal plan in place. The path forward requires a break in this cycle. Effective implementation will depend on a concerted effort to rebuild the collaborative infrastructure—providing consistent technical guidance, fostering genuine community partnerships, and incentivizing local leadership—to create an environment where the existing SIP plans can finally be activated and realized.

4.8 Discussion of the Findings and Identification of Research Gaps

This chapter synthesizes the empirical findings from the assessment of the School Improvement Program (SIP) in the primary schools of Shire Endaslasie Woreda, Tigray. The discussion is structured to move from a descriptive account of the data to an analytical interpretation, weaving the results presented in Chapter Four back into the theoretical and problem-based framework established in Chapter One. The purpose is to elucidate the profound disconnect between the SIP's intended design and its on-the-ground reality, to explain the underlying causes of this implementation gap, and to articulate the unique contribution this study makes to the existing body of knowledge.

4.8.1 The Chasm Between Policy Intent and Lived Reality

The findings of this study paint a consistent and sobering picture: the implementation of the SIP in Shire Endaslasie Woreda is characterized by a significant fidelity gap. The program, conceived as a dynamic, participatory, and empowering model of school-based management (MoE, 2010; Cheng & Chan, 2000), has largely devolved into a bureaucratic exercise in procedural compliance. This resonates strongly with Kedir's (2016) findings in other Ethiopian regions, confirming that the ritualistic adoption of the SIP is a national challenge. However, the data from Shire Endaslasie reveals that this problem is not merely one of administrative laziness but is rooted in a complex interplay of capacity deficits, resource constraints, and a critical failure in genuine stakeholder engagement.

The core components of the SIP cycle—planning, implementation, and monitoring—are being executed, but in a hollowed-out form. For instance, the strong agreement on the existence of a SIP plan (Table 4.7.1, Item 10) and the consistent implementation of activities like continuous assessment (Table 4.2.1, Item 6) demonstrate that the *structures* of the program are in place. This finding is crucial, as it moves the diagnosis beyond a simple "the program doesn't exist" to the more nuanced and critical conclusion that "the program exists as a form, but not as a function." This aligns with Fullan's (2007) theory that successful change is a deeply rooted process, not merely the adoption of an innovation. In Shire Endaslasie, the innovation has been adopted, but the process of embedding it into the cultural fabric of the schools has failed. The planning appears to be a top-down requirement for documentation rather than a bottom-up, reflective practice aimed at pedagogical improvement, thus addressing the first research objective and confirming the problem of "implementation drift" (Haddad & Jurich, 2002).

4.8.2 The Stratified Ecosystem of Awareness and Participation

A central and revealing finding of this study is the stark stratification of SIP awareness and participation, which directly mirrors the formal hierarchy of the education system. The data demonstrates a clear inverse relationship between positional authority within the formal system and the depth of disengagement. Woreda officials, supervisors, and principals exhibit high levels of awareness (Table 4.6.1, Items 2, 5, 6), while teachers remain critically under-trained (Table 4.1.2), and parents and the broader community are left in a state of near-total ignorance and exclusion (Table 4.6.1, Item 3; Table 4.5.1).

This stratification provides the master key to understanding the program's failures in community mobilization. The profound lack of parental awareness (Overall Mean=2.69) explains why their participation is nominal at best, confined to the initial planning stage (Table 4.5.1, Item 5) and absent from the ongoing management and feedback loops (Table 4.5.1, Items 1-4). This finding directly addresses the second research objective, revealing that stakeholder involvement is not just low, but is structurally engineered to be so. The SIP is being managed as an "insider's program," a closed loop between school administration and the woreda office, rather than as a collaborative community endeavor. This contradicts the very essence of School-Based Management, which theorizes that devolving authority enhances local ownership and responsiveness (Carnoy, 1999). Here, decentralization has occurred in name only, without the necessary devolution of information and meaningful influence to the community level.

4.8.3 The Impact on the Instructional Core: A Partial and Superficial Influence

Regarding the third research objective—analyzing the SIP's impact on classroom practices—the findings are decidedly mixed and point towards superficial rather than transformative change. The data indicates success in embedding certain procedural elements. The strong implementation of continuous assessment and the arrangement of tutorial programs (Table 4.2.1) are commendable outcomes that show the SIP can influence school routines in positive ways.

However, when the analysis moves to the heart of the "instructional core" (City et al., 2009)—the dynamic interaction between teacher, student, and content—the influence of the SIP becomes faint. The most telling failure is in the use of laboratories and instructional media, which both teachers and

principals strongly disagree is happening effectively (Table 4.2.1, Item 7). This indicates that the SIP has not succeeded in transforming pedagogical practices to create more engaging, resource-rich learning environments. Furthermore, the significant perceptual gap between principals and teachers on the conduct of action research ($p=0.02$) is highly revealing. Principals believe it is occurring, while teachers are uncertain. This suggests that for school leaders, the SIP is a managerial checklist where such activities are *planned for*, but for teachers, they are not a *lived practice*. This disconnect underscores a failure in instructional leadership and confirms that the SIP has become an additional administrative burden rather than a tool for pedagogical empowerment, a concern explicitly raised in the original problem statement.

4.8.4 The Confluence of Challenges: A Perfect Storm in a Post-Conflict Context

The identification of challenges (the fourth research objective) reveals a perfect storm of systemic, resource-based, and contextual barriers. The data does not point to a single, simple cause but to a tightly woven web of impediments. The most severe challenges identified—"Poor technical support from the highest organ" and "Poor collaboration among stakeholders" (Table 4.7.1)—are foundational. They represent a breakdown in the very support system and collaborative ethos required for a complex reform to succeed.

These systemic failures are then compounded by classic implementation barriers: a critical shortage of material and financial resources, a lack of training, and a demotivated workforce due to a lack of encouragement. The demographic data (Tables 4.1.2 & 4.1.3) provides crucial context here, revealing a teaching force where a majority hold only diplomas, a leadership corps largely comprised of subject specialists without formal training in educational leadership, and a supervisory structure with limited experience. This capacity gap is the fertile ground in which the other challenges thrive.

Most significantly, this study fills a profound gap in the literature by contextualizing these universal implementation challenges within the specific, devastating reality of post-conflict Tigray. While studies from other Ethiopian regions (Kedir, 2016; Tesfaye, 2019) identified similar issues of bureaucracy and resource scarcity, they were conducted in environments of relative stability. The findings from Shire Endaslasié demonstrate that these pre-existing weaknesses have been catastrophically exacerbated by the conflict. The struggle to provide basic WASH facilities (Table 4.3.1, Item 4) and the decimation of library resources are not just symptoms of poverty but of wholesale destruction. The low morale and

fractured social fabric are not merely administrative problems but are legacies of trauma. Therefore, this study moves the discourse beyond the pre-2020 national literature and provides a critical case study for understanding educational reform in a fragile state context, as called for by scholars like Smith (2021).

4.8.5 Identification of the Research Gap and Contribution to Knowledge

This research successfully addresses the significant research gap identified in Chapter Two, which existed at the nexus of the international literature's presumption of stability and the national literature's pre-conflict focus. Prior to this study, there was no empirical, ground-level assessment of how a decentralized school improvement program like the SIP functions in the unique and arduous post-conflict environment of Tigray.

This study's contribution is therefore threefold:

1. **Contextual Specificity:** It provides the first in-depth, empirical account of SIP implementation in Shire Endaslasie Woreda, offering a diagnostic map of the specific bottlenecks—stratified awareness, hollowed-out participation, and a critical leadership-capacity gap—that are hindering progress.
2. **Theoretical Application:** It tests and validates theories of educational change (Fullan, 2007) and school-based management in an extreme context, demonstrating that without addressing foundational issues of security, trauma, and social trust, the mechanisms of these theories (e.g., ownership, collaboration) cannot function.
3. **Policy Relevance:** It identifies that the primary challenge is not a lack of plans, but a failure in the implementation process itself, exacerbated by a lack of tailored support for a crisis-affected region. The research gap concerning the "fidelity of implementation" and "contextual challenges" outlined in the original problem statement has been thoroughly investigated and answered.

In conclusion, the discussion reveals that the SIP in Shire Endaslasie Woreda is trapped in a cycle of implementation failure. It is a program strong on procedure but weak on practice, strong on administrative awareness but weak on community ownership, and hamstrung by a confluence of challenges that have been magnified by the context of conflict. The findings illuminate not just *what* is

not working, but *why* it is not working, providing a vital evidence base for rethinking and revitalizing the school improvement effort in Tigray and similar post-crisis environments.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary of Findings

This study was driven by the overarching objective to comprehensively assess the implementation of the School Improvement Program (SIP) and its perceived impact on the quality of teaching and learning in the primary schools of Shire Endaslasie Woreda, Tigray. The investigation, guided by four specific research questions, revealed a complex and often disheartening landscape where the program's transformative potential has been largely stifled by a web of systemic, capacity-related, and contextual challenges. The findings indicate that the SIP exists more as a structural formality than a functional, community-owned process for pedagogical improvement. In response to the first research question, which probed the implementation of core procedural components, the study found that while key administrative structures like School Improvement Plans are in place and certain activities like continuous assessment are being consistently executed, the process is characterized by a lack of depth and genuine participatory planning. The program has been reduced to a bureaucratic compliance exercise, suffering from significant "implementation drift" where its original goals of empowerment and context-specific problem-solving have been diluted.

Addressing the second research question on stakeholder perceptions and involvement, the study uncovered a critical and stratified ecosystem of awareness and engagement. A stark divide exists between the high levels of awareness among administrative officials (Woreda heads, supervisors, and principals) and the profound ignorance and exclusion of parents and the broader community. This stratification explains the finding that community participation is merely tokenistic, limited to initial planning stages and absent from the ongoing management and monitoring of the SIP. Furthermore, a significant perceptual gap was identified between principals and teachers regarding their roles, particularly in reflective practices like action research, indicating a disconnect between leadership's oversight and the classroom reality of teachers. In answering the third research question on the SIP's influence on classroom practices, the findings present a paradox. There is evidence of success in institutionalizing certain student-support mechanisms like tutorial programs. However, the program has failed to meaningfully impact the core of teaching and learning. The most telling failure is the profound lack of use of laboratories and instructional media, pointing to a program that has not transformed pedagogical practices or resource utilization to create dynamic learning environments. Finally, the

investigation into the fourth research question identified a confluence of severe challenges. These are not isolated issues but an interconnected web, including a critical lack of technical support from higher authorities, a severe shortage of material and financial resources, a demotivated workforce, a deep-seated capacity gap among teachers and leaders, and a fundamental breakdown in collaboration. These challenges, viewed through the lens of the recent conflict in Tigray, reveal a program struggling to function in a post-crisis context for which it was never designed, thereby filling a critical gap in the existing literature on educational reform in fragile states.

5.2. Conclusions

Based on the comprehensive analysis of the findings, this study arrives at several overarching conclusions that directly address the core problem of the discrepancy between the SIP's intended objectives and its actual implementation in Shire Endaslasie Woreda. Firstly, it is concluded that the implementation of the SIP is fundamentally superficial. The program operates on a platform of procedural compliance rather than transformative practice. Schools possess the documentary evidence of improvement planning but lack the ownership, capacity, and resources to translate these plans into tangible enhancements in the instructional core. The SIP has therefore become an administrative burden for teachers and principals, diverting energy away from their primary focus on teaching and learning rather than serving as a supportive framework for it.

Secondly, the study concludes that the principle of decentralized, participatory school-based management—the very theoretical foundation of the SIP—has failed to materialize. The system remains overwhelmingly top-down in its flow of information and initiative. The near-total lack of awareness and meaningful involvement of parents and the community signifies a critical breakdown in the collaborative ethos essential for sustainable school improvement. The SIP is, in effect, an "insider's program" managed by educational bureaucrats, thereby excluding the very stakeholders whose engagement is crucial for its success and longevity. This lack of community ownership presents a formidable barrier to the program's sustainability and effectiveness.

Thirdly, it is conclusively evident that the capacity gap among implementers is a primary bottleneck. The combination of a teaching force with predominantly diploma-level qualifications, a leadership corps of subject specialists lacking formal training in educational leadership, and a critical deficit in targeted SIP training for those at the school level has created a scenario where implementers are ill-equipped to

understand, adapt, and execute the program effectively. This capacity challenge is further compounded by a severe shortage of essential physical infrastructure and instructional resources, such as libraries and WASH facilities, which the SIP has been unable to remedy.

Finally, the study concludes that the unique post-conflict context of Tigray has exacerbated pre-existing implementation weaknesses to a critical degree. The challenges of resource scarcity, institutional disruption, and psychosocial trauma have created an environment that the standard SIP model is ill-adapted to address. The findings from Shire Endaslasie Woreda, therefore, provide a vital case study indicating that educational improvement programs in post-crisis settings require fundamentally redesigned approaches that prioritize rebuilding trust, addressing trauma, and providing intensive, context-sensitive support, rather than merely deploying models designed for stable environments. The collective failure to address these intertwined issues of superficial implementation, excluded stakeholders, inadequate capacity, and a crisis-affected context has resulted in a School Improvement Program that currently holds little promise for significantly improving the quality of teaching and learning in the primary schools of the woreda.

5.3. Recommendations

To address the identified challenges and revitalize the School Improvement Program in Shire Endaslasie Woreda, the following evidence-based recommendations are proposed for the respective stakeholders.

A. For the Woreda Education Office and Regional Education Bureau:

1. Technical Support and Capacity Building:

- The Woreda and Zonal education offices should establish a robust, continuous, and on-site technical support system for schools, moving beyond one-off training workshops to include ongoing mentoring and coaching for principals and teachers.
- They should design and implement a mandatory, intensive professional development program for all school principals and supervisors, focusing on instructional leadership, change management, financial resource mobilization, and community engagement strategies.
- A large-scale, cascading training program on the philosophy, processes, and tools of the SIP should be urgently rolled out, prioritizing teachers and School Improvement Committee (SIC) members who are currently untrained.

2. Resource Mobilization and Infrastructure:

- The Woreda office should prioritize and develop a clear strategy for addressing the critical infrastructural deficits, particularly the lack of functional libraries and inadequate WASH facilities, by advocating for regional and NGO support and creatively reallocating existing budgets.
- They should establish a small grants system or resource pool that schools can competitively access to fund innovative projects outlined in their SIP plans, thereby incentivizing genuine planning and initiative.

B. For School Leadership (Principals and SICs):

1. Leadership and Community Engagement:

- School principals should transition from being primarily administrators to instructional leaders by conducting regular, formative classroom observations and providing constructive feedback to teachers, focusing on improving pedagogical practices.
- They should proactively develop and implement a clear communication strategy to demystify the SIP for parents and the community, using accessible language and regular forums to share school progress, challenges, and opportunities for involvement.
- The School Improvement Committee should be revitalized with a clear mandate and operational guidelines. Its membership should be strengthened to ensure it includes influential and committed community members, and its meetings should focus on substantive decision-making and monitoring of the SIP.

2. Internal Management and Motivation:

- School leaders **should** move beyond a compliance-based approach to the SIP and foster a culture of collaborative reflection by creating professional learning communities where teachers can collaboratively analyze student work, conduct action research, and share best practices.
- They should institute a system of recognition and encouragement to celebrate the efforts and achievements of teachers, students, and involved parents, thereby building a positive and motivated school culture.

C. For Teachers:

1. Professional Development and Collaboration:

- Teachers should actively seek to engage in the SIP process by contributing authentically to needs assessments and plan development, and by taking ownership of specific, classroom-focused improvement targets within the plan.
- They should collaborate with colleagues to share resources and strategies for using low-cost or no-cost instructional media to enhance student engagement, even in the face of resource constraints.

D. For Future Research:

1. Longitudinal and Impact Studies:

- Future research should employ a longitudinal design to track the evolution of SIP implementation over time and to establish clearer causal links between specific SIP activities and changes in student learning outcomes.

2. Context-Specific Inquiry:

- Further studies should be conducted to develop and test context-specific models of school improvement that are tailored to the unique challenges and opportunities of post-conflict educational settings in Ethiopia and beyond.

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APPENDIX-A

MEKELLE UNIVERSITY

College of Education and Behavioral studies

Department of Educational planning and Management

Questionnaire to be filled by Primaryschool principals and teachers

Dear respondent: The main purpose of this questionnaire is to gather relevant data that help to assess the current practice of school improvement program (SIP) by Primaryschools of North West Tigray zone. I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the school improvement program practice. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Please Note that:

- You do not need to write your name on the questionnaire
- For questions with alternative choices put “√” in the bracket mark
- Write your opinion briefly for open ended questions on the space provided.

Thank you in advance for your cooperation!

1. Information

1. **Background** Name of the school _____
2. Name of woreda _____
3. Sex: a. Male () b. Female ()
4. Age (in years):
 a. 21 – 25 () c. 31 – 35 ()
 b. 26 – 30 () d. 36 – 40 ()
5. Qualification
 a. Diploma () b. BA/BED/BSc () c. MA /MED/MSc ()
 d. any other _____
6. Teaching experience in years (only for teachers)
 a. Below 5 years () b. 6-10 years () c. 11-15 years
()

d 16-20 years () e. 21-25 years () f. 26 and above ()

7. Work Experience as principal of the school (only for principal _____ Years)

8. Area of specialization

Major _____ Minor _____ Other _____

1.10. Training on “School Improvement Program /SIP” a. Yes () b. No ()

2. Domains of school improvement program.

In order to improve the school and ensure the attainment of learning outcome of students there are four domains to be dealt on. Please show the level of your agreement and the extent to which the mentioned activities were implemented in your school based on your opinion and observation by putting “X” mark in the space provided corresponding to each item under the rating likert scales that represents your opinion.

2.1 Implementations of SIP with regard to Teaching and learning Domain

Please rate your level of agreement by putting an “x” mark in the box corresponding to each item to indicate your response among the following rates.

Strongly agree=5: Agree=4: undecided=3 Disagree=2: strongly disagree.

No	Items	Scales				
		5	4	3	2	1
1	Students’ classroom participation (as student centered) teaching method is employed by teachers.					
2	There is arrangements of tutorial programs for female and slow learner					
3	There is active participation of students in school clubs.					
4	Evaluation of curriculum has been made by teachers					
5	Action research has been conducted by teachers					
6	The school implement continuous assessment					
7	There is functional laboratories and instructional media to motivate practical teaching and learning process					

8. List three weaknesses to the teaching and learning in respect to SIP implementation.

1. _____
2. _____
3. _____

2.2. Learning Environment Domain

Strongly agree=5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

No	Item	5	4	3	2	1
1	There is appropriate physical environment (safe, stable and positive atmosphere in school compound) for teaching and learning process.					
2	There are clear rules and policies of the school that are communicated by the school community.					
3	There are adequate teaching and learning materials (e.g. Text books, teachers guides)					
4	School community has access to standard toilets particularly designated for females and male students with water.					
5	There is good relationship among principals, teachers, students and all the staff in the school.					
6	The school has library with recent reference materials.					

7. List any three strengths of your school in relation to establishing conducive learning environment.

1. _____
2. _____
3. _____

8. List any three weakness of your school in relation to establishing conducive school environment.

1. _____
2. _____
3. _____

2.3. Leadership and management domain.

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

	Items	Scales				
		5	4	3	2	1
1	Shared vision, Mission, Objectives and goals improves student learning					
2	School management committed for high student achievement					
3	There is consistency in implementation of school activities					
4	In Shire endasilasie there was High mobilization of community for SIP support					
5	The school has created effective regular communication with all stake holders.					
6	Instructional supervisors carry out classroom supervision					
7	There was Continuous follow up, monitoring and support of student learning					

8. List three weaknesses of the school leadership and Management with respect to SIP

leadership function/if any/ _____

2.4. Community participation Domain

Strongly agree=5, Agree=4, undecided=3, Disagree=2, strongly disagree=1

No	Item	Scale				
		5	4	3	2	1
1	Parent as PTA members actively participate in the school improvement management					
2	Parents have provided comments up on their children's learning.					
3	Stakeholders are involved in decision making on their children and the school issues in collaboration with school leaders.					
4	Teachers collect information about students progress and communicate parents regularly					
5	Parents and community members have been involved in school improvement program Implementation planning					

6. List any two weaknesses in respect to community participation domain.

1. _____

2. _____

3. Awareness of stake holders on school Improvement program.

By stakeholders we mean (students, teachers, principals, supervisors, woreda education office heads parents, school improvement committees, and the local community). Please indicate your level of agreement or disagreement by putting "X" in the space corresponding to each item under the scales that represent your opinion.

Strongly agree=5, Agree=4 undecided=3, Disagree 2, strong disagree=1

No	Items	5	4	3	2	1
1	Students have awareness on the school improvement program implementation.					
2	The school principals have awareness on preparing school improvement program implementation strategic plan.					
3	Parents and community members have awareness on school Improvement program implementation					
4	The school improvement committee members have awareness on school improvement program implementation					
5	The high school supervisors have awareness on school implementation.					

5. List any two strategies to increase the awareness of SIP stakeholders

1. _____

2. _____

4. School Improvement program implementation challenges.

The following are some of the major challenges that affect the effective implementation of school improvement program in the Primary school.

Please indicate your level of agreement or disagreement for each item under the scales that represents your opinion.

Strongly agree=5 Agree=4, undecided=3, Disagree=2 strongly disagree=1

No	Items	Scales				
		5	4	3	2	1
1	Poor technical support from highest organ					
2	Lack of training and awareness for stakeholders to participate in SIP					
3	There is inadequate materials and financial resource in the school					
4	Lack of qualified (trained) principals for the required position					
5	There is difficulties to change the existing school culture					
6	Local political leaders are less committed to support SIP.					
7	Poor collaboration among stake holders and the school to plan SIP implementation					
8	Lack of encouragement for effective school key actors (teachers, school leaders, parents and students).					
9	Poor practice of school leaders in searching external fund to promote SIP					
10	Absence of school improvement program Implementation plan in the school					

11. If you have any more factors that hinder effective implementation of the SIP please list three of them. 1. _____

2. _____

3. _____

12. In your opinion, list three solutions that you want to forward to avoid such barriers.

1 _____

2 _____

3 _____

APPENDIX-B

MEKELLE UNIVERSITY

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Department of Educational planning and *Management*

An interview Question for Woreda Education Office Heads Dear interviewee!

The purpose of this interview is to collect data about the implementation of the SIP at Primaryschools in your Woreda. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

Thank you for your cooperation!.

1. Background In formation

1.1. Name of the school _____

1.2. Age _____

1.3. Sex _____

1.4. Total service _____ Years

1.5. Work experience as Woreda education Office heads _____ Years

1.6. Qualification _____ 1.7. Area of specialization _____

2. Are you trained on SIP implementation?

3. Did your office arrange any training opportunity for the school community on issues related to the SIP?

4. Do you think the stakeholders have adequate awareness on school improvement program in your Woreda? What is their involvement look like at present time?

5. How does your office job performers follow up, Monitor and supervise the effectiveness of SIP implementation?

6. Do SIP materials and school finance are properly given to Primaryschools to facilitate SIP implementation?

7. What challenges have you come across in the SIP implementation endeavor?

8. Do you have any more to say about the SIP strategic plan, implementations and challenges? What solutions are given to overcome the challenges?

Thank you once again!

APPENDIX-C

MEKELLE UNIVERSITY

College of Education and Behavioral studies

Department of Educational planning and Management

Interview guide for high school supervisors

First of all I would like to thank you for consulting to spend your time to discuss with me on the implementation of the school improvement program in your school. The purpose of the interview is to collect data about the implementation of school improvement. It is also assured that the information that you would provide can be kept confidentially as the data to be used only for academic purpose. Since the information you will provide is invaluable for the success of the study.

You are kindly requested to provide genuine information.

Thank you for your cooperation!.

1. Background Information

1.1. Name of the school_____

1.2. Age _____

1.3. Sex_____

1.4. Total service _____Years

1.5. Work experience as supervisor _____Years

1.6. Qualification_____

1.7. Area of specialization _____

2. How do you explain the implementation the SIP in your respective Primaryschools?
3. How do you explain the leadership function that you and the school management play with regards to the SIP?
4. What efforts have been exerted to make the physical and social environment of the class room and the school conducive for learning?
5. Could you explain any effort made to increase awareness of the stakeholders of SIP? What is their involvement look like at present time?
6. To what extent finance (school budget and school grant) and technical supports given to Primaryschool to facilitate SIP implementation?
7. What challenges have you come across in the SIP implementation endeavor?
8. What do you think the measure to be taken?
9. Have you any more to add?

APPENDIX-D

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PART-IV

Focus Group Discussion for school improvement committees of Primaryschools (FGD guidelines)

Please speak out your ideas and comments clearly and openly without any fear!

1. Have you participated in SIP strategic plan preparation and implementation? If so, how do you describe the situation?
2. Do parents follow their students learning (doing class work and home work, Exam results, Motivating girls) disciplinary problems and discuss on the issue with teachers and the school?
3. What were the roles of SIP committees in creating awareness to community and stake holders on school improvement program implementation in your school?
4. Are education facilities and materials fulfilled? Are libraries with sufficient Reference books, laboratories with necessary equipments and chemicals, and functional pedagogical centre are available to support the teaching and learning process in your school?
5. What did the teaching learning methodology looks like in the class room? (Is it studentcentered or Teacher-centered)?
6. How do you describe the relationship among teachers, principals, students and other staff members of your schools?
7. What challenges do you think constrain effective implementation of the SIP in your school?

5. Document Review

- 5.1. School strategic plan (1 year and 3years)
- 5.2. Report Document, Minutes of different meetings

APPENDIX-E

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PART-V

6. Observation Checklists

No.	Item	Conditions				
		V .good	Good	Poor	V. poor	Remark
<i>I</i>	<i>Classroom Facilities</i>					
A	Bright and Airy Room					
B	Student Seat(desk, chair)					
C	Functioning Plasma Screen					
<i>II</i>	<i>Learning Facilities</i>					
A	Laboratory Room					
B	Laboratory Equipment					
C	Chemicals					
D	Library with reference books					
E	Pedagogic centers, Teaching Aids					
F	ICT Room with Computers					
G	Access to internet					
<i>III</i>	<i>School environment</i>					
A	Toilet room for Male and Female students					
B	Water supply					
C	Attractiveness of school compound					